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# ABE/LINK MALAWI TPDS

## ANNUAL REPORT

## FY 2010

**Contract No.: EDH-I-00-05-00026-02**  
**Task Order No: EDH-I-04-05-00026-00**

This report was prepared for review by United States Agency for International Development. It was submitted to the COTR, Malawi Teacher Professional Development Support activity by Creative Associates International, Inc., RTI International and Seward Inc.

# **ABE/LINK Malawi Teacher Professional Development Support (TPDS)**

## **Annual Technical Report FY 2010**

**Prepared by Stephen Harvey, Chief of Party, TPDS**

**Contract No.: EDH-I-00-05-00026-02**

**Task Order No: EDH-I-04-05-00026-00**

**Period of Performance: February 3, 2010 – March 31, 2013**

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**Submitted by: Creative Associates International, Inc.  
RTI International and Seward Inc.**

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**Date Submitted: October 26, 2010**

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# **Malawi Teacher Professional Development Support**

**Annual Report, FY 2010 (February-September 2010)**

**Submitted October 27, 2010**

**Prepared by Stephen Harvey, Chief of Party, TPDS**

## **Project Objectives**

The main objective of **Malawi Teacher Professional Development Support** (TPDS) is to provide technical assistance to the Ministry of Education, Science and Technology (MOEST) to assist in implementing teacher education support and systems management. Under TPDS, emphasis is on completing and reinforcing introduction of the Primary Curriculum and Assessment Reform (PCAR) with the following Results:

- Result 1: Strengthened Teacher Policy, Support & Management Systems
- Result 2: Enhanced Teacher Performance
- Result 3: Improved Early Grade Literacy & Numeracy for In-School Children or Youth
- Result 4: Improved Early Grade Literacy & Numeracy for Out-of-School Children or Youth
- Result 5: Enhanced Quality of Primary Teaching & Learning Materials
- Result 6: Improved Teacher Education-NPC, M&E Systems & Quality

Each Result is broken down into performance requirements and standards in the project work-plan as illustrated in section II

Targeting teacher trainers, teachers, school administrators and children nationwide, TPDS will link with and complement key MOEST and Government of Malawi priority initiatives and plans in teacher education and professional development. TPDS seeks to provide a cohesive, complementary set of activities that support the GoM in the area of basic primary education to reach goals set in the National Education Sector Plan (NESP), Education Sector Investment Plan (ESIP) and the National Strategy for Teacher Education and Development (NSTED). In its first year, the TPDS activity is being implemented by the ABE team comprised of Creative Associates International Inc., RTI International and Seward Inc.

- **Creative Associates International, Inc. (Creative):** Prime Contractor, responsible for overall contract compliance, administration, financial reporting and major commodities purchase (e.g. vehicles, books, etc.).
- **Research Triangle Institute International (RTI):** Subcontractor to Creative, responsible for overarching Technical management, strengthening teacher policy, support and management systems by supporting policy implementation, updating management and information systems (TEMIS), assessment of impact of HIV/AIDs on the sector; enhancement of teacher performance for decentralization of teacher training support and Open and Distance Learning programs; early grade literacy and numeracy for children in school and out-of-school, learning standards, and continuous assessment; teaching and learning materials; and strategies and capacity building for monitoring and evaluation and data collection.

- **Seward Inc. (Seward):** Subcontractor to Creative, responsible for enhanced teacher performance (except for ODL) through development and implementation of guidelines and relevant tools for Continuous Professional Development (CPD); implementation of light support structures under the CPD model; development of CPD modules including teaching and learning materials; development and delivery of the academic life skills curriculum.

## **Overall Progress of the Project for FY 2010**

### **Project Award and Initial Mobilization**

Activities on implementation of TPDS commenced immediately after the February 3<sup>rd</sup>, 2010 contract award, with a kick-off discussion amongst TPDS partners and a post-award orientation phone call with the COTR. Field-based mobilization began within the first two weeks, with the hiring of consultants on the ground to assist with the logistics of mobilization. The TPDS mobilization team, comprised of representatives of Creative, RTI and Seward, arrived in Lilongwe on February 23<sup>rd</sup> and held extended kick-off meetings with USAID and Ministry of Education, Science and Technology (MoEST) on February 25-26, 2010. Courtesy meetings were also held with Mission Director Curt Reintsma and Program Officer Patrick Wesner at this time.

### **Partnership with MoEST**

#### **February-March (FY Q2)**

On February 26<sup>th</sup>, 2010 a 'kick-off' meeting was held with the Government of Malawi (GOM) for a discussion of MoEST priorities. The purpose of this meeting was to review the project and to prepare for a joint TPDS-MoEST planning of project implementation. This meeting established a solid foundation for the subsequent discussions and resulted in the joint review of the draft Work Plan proposed by the ABE team and included in the contract awarded for implementation of the TPDS project. Participants in this meeting included senior staff from Department of Education and Training (DTED), Directorate of Planning (Planning), Education Management and Assessment Systems (EMAS), Malawi Institute of Education (MIE) and other offices. Subsequently, a protocol meeting was held with the Secretary of Education, Science and Technology Education (SEST), former Ambassador Bernard Sande, who expressed full support for TPDS.

Throughout this reporting period, the TPDS team met frequently with GOM counterparts, primarily DTED, as well as the designated representatives from Departments of Planning (Dr. Kamlongera), EMAS (Mr. Agabu), and HR (Mr. Mjojo). The meetings focused on: (1) identifying appropriate counterparts for each specific technical area; and (2) ensuring MoEST involvement and ownership in activity planning and scheduling. Based on these meeting the *April-July Work Plan* was developed. Parties acknowledged that adjustment to the implementation and deliverables schedule will eventually be needed based on recent sectoral developments and the elapse of nearly two-years between the initial design of the project and the final USAID award.

During this period, it was also agreed that complementary planning by GOM and other Development Partners (DPs) in launching the new Sector Wide Analysis Program (SWAp) is integral to TPDS implementation and was a subject of preliminary discussion during the reporting period. USAID funds are programmed separately from the SWAp "basket". However, a joint agreement has been reached under the USAID/Malawi Bilateral Agreement and in donor coordination meetings with the GOM and DPs that TPDS activities are *integral* to the overall Education Sector Improvement Plan (ESIP). As such, this will require sustained collaboration and DP consultation throughout implementation.

The series of technical discussions and joint MoEST planning sessions held throughout February and March were led by Acting Chiefs of Party (ACOPs), begun by Ms. Michelle Ward-Brent and completed by Dr. Elizabeth Randolph. This culminated in a widely attended "*Getting Started*" meeting on March 26<sup>th</sup> at which working groups were established. This was followed by a March 29th meeting to consolidate MoEST input to the *April-July Work Plan*.

**April – June (FY Q3)**

Throughout this quarter, TPDS maintained its focus on developing a close partnership with the MoEST. During the month of June, after the arrival of COP Dr. Stephen Harvey on June 3<sup>rd</sup>, 2010, several important meetings took place between TPDS and senior MoEST personnel to further develop close working relations.

- On June 22<sup>nd</sup>, the COP and ACOTR met Raphael Agabu (*Acting Director of EMAS*). Among the items discussed: (i) An overview of MoEST structure as relevant to TPDS. (ii) The need to shift focus from policy development to policy implementation, (iii) The MoEST's view that TPDS should be treated as a 'program and not a project' – working to 'embed, stabilize and routinize' implementation of the new primary curriculum.
- On June 25<sup>th</sup>, the COP and COTR met with Bernard Sandi, (*Secretary Education, Science and Technology (SEST)*). Among the items discussed were: (i) The SEST's vision for TPDS and its role in implementing MoEST policy, (ii) Identification of MoEST counterparts to participate in steering the project to maximize its relevance to MoEST priorities.
- On June 29<sup>th</sup>, the COP met with Dr. William Susuwele-Banda (*Director of the MIE*). Among the items discussed: (i) Recent experience in the provision of CPD in support of PCAR implementation and the need to develop cost-effective, school-based strategies, (ii) The urgent requirement to review PCAR learning materials and improve the availability of reading materials at school level.
- On June 29<sup>th</sup>, the COP and ACOTR participated in the Basic Education Technical Working Group chaired by McKnight Kalanda (*Director of Basic Education*). Among the items discussed were: (i) Presentation and costing of plans to roll out School Improvement Grants (SIGs) linked to School Improvement Plans (SIPs) nationwide. (ii) Prioritization of the task of reviewing and distribution of PCAR text books. (This move may have the effect of accelerating intervention under Result 5.)

During this quarter MoEST management began to identify designated MoEST Counterparts for each Result Area to work closely with the TPDS manager of each Result area to ensure the full integration of TPDS activities with MoEST plans and priorities.

**July – September (FY Q4)****Meetings**

Numerous meetings took place between the COP, project staff and MoEST officials in order to ensure proper integration of project activities with the MoEST workplan. The following were among the most significant that took place:

- Jul. 1<sup>st</sup>, MANEB: To introduce the project, the COP and explore MANEB participation in TPDS
- Jul. 1<sup>st</sup>, MIE: To introduce the project, the COP and explore MIE participation
- Jul. 2<sup>nd</sup>, Domasi College: To introduce the project and explore Domasi College participation
- Jul. 7<sup>th</sup>, MoEST: To explore participation of M&E Unit in Result 6
- Jul. 9<sup>th</sup>, MoEST: To consult Mr. Kalanda on how TPDS could collaborate most effectively with the Directorate of Basic Education
- Jul. 23<sup>rd</sup>, MIE: To consult with MIE on the 18-month workplan for Results 2 and 5
- Jul. 28<sup>th</sup>, TPDS office: To work with Director MIE to draft a comprehensive budget for the revision of Std 1 & 2 PCAR textbooks
- Aug. 4<sup>th</sup>, EMAS: To introduce EGRA/EGMA Specialist to counterpart and review plans for Result 3
- Aug., 5<sup>th</sup> Basic Education: To discuss the role of TPDS in the implementation of CBE and overlap with GTZ operations
- Aug. 9<sup>th</sup>, MIE: Presentation of TPDS plans for EGRA/EGMA
- Aug. 9<sup>th</sup> & 10<sup>th</sup>, MIE: Identification and definition of CPD needs to be addressed in TPDS modules
- Aug. 10<sup>th</sup>, Planning Department: To review and finalize workplan for Result 6
- Aug. 17<sup>th</sup>, DTED: Quarterly Meeting of the Teacher Education Technical Working Group:
- Aug. 26<sup>th</sup>, DTED: To promote establishment of study centers in zones to support ODL students

- Aug. 26<sup>th</sup>, MANEB: To develop costing for IPTE ODL exams for the 3 cohorts of ODL students.
- Aug. 27<sup>th</sup>, MIE: To sensitize MIE staff to TPDS Result area 6
- Aug. 31<sup>st</sup>, DTED: Discussion of NSTED Review Report
- Sep. 3<sup>rd</sup>, CHRMD: To share the findings of the NSTED Review.
- Sep. 14<sup>th</sup>, DTED: To review literacy forum report and identify priorities for the TPDS Literacy Strategy
- Sep. 15<sup>th</sup>, PS's office: To brief the PS about the NSTED review and Requirement 1.4.
- Sep. 15<sup>th</sup>, MoEST: Research, Planning, Monitoring and Evaluation Systems Task Team
- Sept. 21<sup>st</sup>, TPDS: To discuss closer collaboration with DTED Acting Director

A significant development during this quarter is the regular participation of TPDS in relevant MoEST Technical Working Groups (TWGs) and Task Teams. Participation in the Teacher Education TWG will be central to ensuring the alignment of TPDS activities with MoEST priorities. Participation in TWGs on Quality & Standards and Basic Education will also be important.

### Counterparts

During the final quarter of FY 2010 TPDS has consulted with senior MoEST officials to identify 'MoEST Counterparts' who will serve as the point-persons for each of the 6 Result areas. These MoEST counterparts will:

- Provide advice and input in project planning processes ensuring that project activities remain well tuned to current MoEST priorities and policies;
- Participate in project monitoring and evaluation activities;
- Act as internal advocates for the project within the MoEST ensuring that accurate information is disseminated;
- In addition, through participation in project activities will benefit from the capacity building opportunities that they present.

The value of this role has been immediately demonstrated during July, which has been a period of intense planning activity in TPDS, in preparation for the submission of an operational plan covering the 18 month period starting August, 1<sup>st</sup>, 2010 – February, 2012. MoEST Counterparts have provided valuable input into the planning of activities in each result area.

Result Area	Result Manager	MoEST counterparts
1. Strengthened Teacher Support, Policy and Management Systems	Mr. Charles Gunsaru	Mr. Chandiwire, Mr. Nyirenda, Mr. P. Themu, Mrs. C. Kutsaira, Mr. Chipanga
2. Enhanced Teacher Performance	Dr. A. Phiri Mr. M. Polepole	Mr. G. Jere, Mrs. Namaona, Mrs. D. Matiti, Mr. Chipanga, Mrs. M. Phiri, Mr. B. Kamanga
3. Improved Early Grade Literacy and Numeracy	Mr. O Banda	Mrs. D. Matiti, Mr. G. Chiunda
4. Improved Early Grade Literacy and Numeracy for Out of School Children and Youth	Mr. M. Polepole	Mrs. C. Kutsaira
5. Enhanced Quality of Teaching and Learning Materials	Mr. M. Polepole	Mrs. C. Mussa Mr. G. Chiunda
6. Improved Teacher Education-PCAR M&E Systems and Quality	Mr. N. Shaba	Mrs. Kafundu



**Divisional Offices**

If TPDS is to have a truly national reach, it is necessary for staff to be stationed nationwide in order to deliver services and to monitor and evaluate the program. For this reason, one program team member is being placed in each of the country's six education divisions. To maximize collaboration with existing MoEST structures and to build the capacity of those structures, it is desirable that these staff be stationed within divisional offices and that they work very closely with MoEST staff at divisional level. A meeting held on 21<sup>st</sup> July at Lilongwe Hotel, attended by all six Education Division Managers (EDMs): (i)(South West): Sister Dambo (ii) (Shire Highlands): Mrs. Manda, (iii) (South East): Mr. Alufandika, (iv)(Central East): Mr. Nthengwe, (v)(Central West): Ms T. Banda , and (vi) (Northern Ed. Division): Ms. Thawe, focused upon the practicalities of providing adequate field support for CPD, ODL and other teacher training and support activities. EDMs unanimously welcomed the project as an opportunity to develop the capacity of Divisional Offices to deliver services to districts, zones and schools. Each Division has offered to make office space available for TPDS staff within their own current premises.

Between August 6<sup>th</sup>- 12<sup>th</sup>, 2010 meetings were held in each divisional office in order to introduce TPDS to all District Education Managers and Coordinating PEAs Nationwide, and brief them on the objectives, activities and operations of TPDS. In addition, during September 2010, appointments were made by TPDS for the posts of Divisional Teacher Training Coordinator (DTTC).

**District Offices**

Result 3 requires that an intensive literacy and numeracy intervention is undertaken in 2 districts - named provisionally as Ntchisi and Salima in. On September 15<sup>th</sup>, meetings were held with MoEST staff in both districts, in order to investigate their suitability as host district for the TPDS literacy & numeracy strategy. In both cases, this was confirmed. In both cases TPDS was also offered the use of office space within the district education office.

**Coordination with Other Development Partners****February-March (FY Q2)**

A central issue in the first quarter was the strong emphasis on coordination amongst USAID education projects. This began with a joint March 17 meeting with USAID, Tikwere, Read Malawi, and EDSA, at which discussion focused on the importance of alignment with the Education Sector Plans to ensure that that all Results and activities/requirements clearly contribute to ESIP plans, activities, and targets. A meeting was also held at CIDA offices with USAID, MoEST and GTZ to review DP support focused on expanding colleges for training teachers, including management training, and links with TPDS.

**April – June (FY Q3)**

USAID supports the Sector Wide Approach (SWAp) for donor support to education in Malawi. As such, a focus of the incoming COP's first weeks was to establish relations with other donors and projects and to identify potential synergies.

- On 18<sup>th</sup> June, the COP met with Joan Owomoyela of EDSA. The discussion focused on collaboration specifically in the areas of: (i) the review and integration of EMIS and TEMIS systems, and (ii) and the implementation of zonal grants for CPD.
- On 23<sup>rd</sup> June, the COP met with Simon Richmond (COP), Augustine Kamlongera (DCOP) and Jennifer Kennedy of the Tikwere Project to explore the coordination of work on Open and Distance Learning (ODL), Continuous Professional Development (CPD), PCAR materials development, Early Literacy

Teaching and Complementary Basic Education (CBE). There is a comprehensive overlap of interest between the two projects that will necessitate continuous coordination.

- Meetings were also held with Misty Sailors of Read Malawi, during the USAID conference in Dar es Salaam on the coordination of approaches to materials development and Literacy CPD and the implementation of EGRA under Result 3.

Meetings were also held with other international donors and organizations.

- A meeting with McPherson Jere of CIDA, on 21<sup>st</sup> June, identified that while CIDA's program has scaled down recently, their current focus is clearly upon Initial Primary Teacher Education. In particular, there will be common interest in developing methods for the mentoring of ODL students.
- Meeting with Panji Chamdimba of UNICEF, on 21<sup>st</sup> June, identified a common interest in pupil assessment while reiterating the common interest in CBE.
- Meeting with Don Taylor of DFID, on 22<sup>nd</sup> June, provided a good overview of recent DFID funded activities and a common interest in the review of PCAR materials and in any aspect of TPDS that promotes community accountability in education. .

#### **July – September (FY Q4)**

The exploration of collaboration with development continued in FY Q4.

- A meeting took place on 13<sup>th</sup> July at GTZ to explore collaboration between GTZ and TPDS in the area of Complementary Basic Education. This meeting revealed that the 2 districts earmarked for work on CBE with TPDS have already been assisted with DFID funding and that much of the work anticipated by TPDS has already been completed. Two options considered were: (i) TPDS withdraw from CBE for the time-being and concentrate on other priorities that are not fully funded, or (ii) TPDS tests the applicability of its mainstream interventions (EGRA/EGMA and CPD) in the CBE sector.
- A meeting with EDSA on 8<sup>th</sup> September, explored how EDSA and TPDS can collaborate on M&E. TPDS agreed to share data on all indicators, with special reference to standard indicators designated by USAID.
- A meeting took place with IFESH on 28<sup>th</sup> September to explore possible future collaboration between IFESH & TPDS. IFESH described some of the volunteer placements that they currently have. One volunteer is currently based at MIE who may be able to add value to the textbook review process under Result 5.

## ***Progress by Result Areas***

The following section reports on progress in realizing the Activities and Standards defined under each result area, both in a narrative and table form. The narrative details progress by quarter and the tables include:

- The tasks and activities and standards/outcomes as well as the planned time frame for implementation of activities and their current status
- The timeframe of activities during the period up to the period April-July 2010 were defined by the Project 3-6 Month Workplan
- The timeframe of activities during the period August-September 2010 were defined in the 7-18 Month Workplan.

### **Result 1: Strengthened Teacher Policy, Support & Management Systems**

#### **Result 1: Commentary**

##### **February-March (FY Q2)**

No Result Area specific activities undertaken.

##### **April – June (FY Q3)**

During April and May 2010, De Stefano & Chapman undertook an analysis of education sector policy priorities and implications for TPDS. This study identified possible policy implementation priorities on which TPDS can focus support:

1. Operationalization of the decentralized system of ongoing teacher professional development, support and supervision
2. Promoting a focus on early grades in primary education and the institutional and policy implications of such a focus
3. Policy coordination and teacher management related to the structure of teachers' careers and the mechanisms for career advancement

Progress in Result 1 lagged behind schedule in this quarter while the project awaited the arrival of Senior Policy Advisor (Charles Gunsaru).

##### **July – September (FY Q4)**

The rate of activity on Result 1 has accelerated as a result of the arrival of Charles Gunsaru. TPDS has also begun to contribute actively to the Teacher Education Technical Working Group and participated in its meeting of 17<sup>th</sup> August. The following progress has been registered under Result 1 during the previous quarter – mainly under Requirements 1.1 and 1.3:

Early work by Charles Gunsaru revealed that NSTED already provides a comprehensive policy framework for teacher education and development. The problem is, that NSTED has not been widely disseminated, and there has been no deliberate effort to have the NSTED implemented. Therefore, activity under this Requirement should assist the MOEST to prioritize and operationalize its policies on teacher education and development, as outlined in the NSTED. To do this, the project should assist MOEST to draft implementation guidelines, which should be followed by departments and institutions, involved in the education, support and management of primary school teachers. The three key documents (NSTED, NESP and ESIP) also need to be linked so that they “talk to each other”.

A comprehensive Review of the National Strategy for teacher Education (NSTED) has now been completed by Charles Gunsaru and documented in the 'NSTED Review Report'. A list of priority recommendations and strategies has been prepared. The report prioritizes the following issues for action:

1. Improving coordination between ministry's institutions and departments with various teacher training and management roles.
2. Introducing modular accreditation for higher teacher academic qualifications.
3. Tying CPD to career path advancement and rewards/awards.
4. Ensuring teachers have at least 3 days of CPD sessions in a year.
5. Making school improvement plans which include CPD as mandatory.
6. Training PEAs and senior teachers to support CPD.

Research also revealed that the NSTED document has never been printed. Charles facilitated this happening using WB funds previously earmarked for the purpose.

Work has also been initiated on requirement 1.3 '*Update teacher education management information systems (TEMIS) and integrate with EMIS*'. Research conducted STTA Joe De Stefano, resulted in a report entitled 'Status of Teacher information Systems', which analyzes pertinent issues regarding the management of teacher information and makes recommendations for TPDS actions regarding the harmonization of TEMIS and EMIS. The main finding appears to be that TEMIS is no longer operational. There has been no effort to update the TEMIS at DTED since 2004 and no system in place for doing so in the future. The best prospect for providing improved teacher information for enhanced decision-making appears to be through the amendment of EMIS to integrate a limited number of new fields that would assist in the tracking of teacher education and deployment. For example, if EMIS was able to capture information about teachers' CPD participation, then this could be used to inform appointments and promotions and to improve teacher career path development.

**Summary Table: Progress against Workplan**

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
<b>Requirement 1.1. Formulate policy framework and guidelines</b>			
<b>Summary Status:</b> Initiation of work was delayed by the time taken to build consensus with MoEST and compounded by the late recruitment of Senior Education Policy Advisor. Delivery of 7-18 workplan is now on schedule.			
1.1.1. Review NSTED document finalized by MoEST technical directorates	NSTED reviewed	<ul style="list-style-type: none"> <li>April 2010 (3-6 Work Plan)</li> <li>Rescheduled Aug. 2010 (7-18 Work Plan)</li> </ul>	NSTED Review document drafted.
1.1.2. Review recommendations provided for development of a draft policy framework	NSTED recommendations reviewed	<ul style="list-style-type: none"> <li>April 2010 (3-6)</li> <li>Aug 2010 (7-18)</li> </ul>	Ongoing
1.1.3. Organize policy dialogue forum with relevant offices/institutions on results	Teacher education related policy framework analyzed	<ul style="list-style-type: none"> <li>May 2010 (3-6)</li> <li>Nov 2010 (7-18)</li> </ul>	Completed Oct 7th
1.1.4. Produce draft policy framework based on inputs from policy dialogue forum		<ul style="list-style-type: none"> <li>May 2010 (3-6)</li> <li>Nov 2010 (7-10)</li> </ul>	Not started
1.1.5. Review policy framework approved by MoEST	NSTED strategy reviewed	<ul style="list-style-type: none"> <li>Jun. 2010 (3-6)</li> <li>Dec. 2010 (7-18)</li> </ul>	Not started
1.1.6. Provide support to assist ministry offices in drafting a plan to implement NSTED (June 1 target)	NSTED implementation plan developed	<ul style="list-style-type: none"> <li>Jun. 2010 (3-6)</li> <li>Jan 2011 (7-18)</li> </ul>	Not started
1.1.7. Based on plan, help MoEST write guidelines, share with TWG and representatives of 6 division & 34 district education offices, teachers and other personnel	NSTED guidelines drafted and shared	<ul style="list-style-type: none"> <li>July 2010 (3-6)</li> <li>Jan. 2010 (7-18)</li> </ul>	Not started

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
1.1.8. Finalize and submit the NSTED guidelines for approval to MoEST	NSTED guidelines finalized, approved and disseminated	No activity planned this FY	Not started
<b>Additional Unplanned Activity</b> Assist MoEST to print and distribute copies of NSTED to selected stakeholders (activity 1.1.3 in 7-18 workplan)	List of NSTED priority recommendations and strategies produced from MoEST		Done Sept 2010
<b>Requirement 1.2. Determine and implement key policy priorities</b>			
<b>Summary Status:</b> Initiation of work delayed by the time taken to build consensus with MoEST and compounded by the late recruitment of Senior Education Policy Advisor. Delivery of 7-18 workplan now started but work on this requirement will now be phased to follow completion of NSTED review.			
1.2.1. Review evaluations and project reports related to MTTA, PSSP and other successful teacher development and support activities	3 priority policy actions articulated that identify phasing, timing, key responsibilities, capacity requirements and key communication and information activities; and implemented	<ul style="list-style-type: none"><li>May 2010 (3-6)</li><li>Nov-Dec (7-18)</li></ul>	Ongoing
1.2.2. Determine in collaboration with MoEST, USAID and relevant stakeholders which policies the TPDS activity should directly support		<ul style="list-style-type: none"><li>Jun 2010 (3-6)</li><li>Jan 2011 (7-18)</li></ul>	Ongoing as part of NSTED Review
1.2.3. Work with the relevant MoEST offices and other stakeholders to draw up specific implementation strategies and plans for each of the three priority policy actions		<ul style="list-style-type: none"><li>July 2010 (3-6)</li><li>Feb-Mar 2011 (7-18)</li></ul>	Not started
1.2.4. Support implementation of 3 priority policy actions to address accreditation systems, recruitment, deployment, redeployment, professional advancement, HIV/ AIDS in the workplace	Priority policy action implementation progress and results documented and shared	No activity planned this FY	Not started
1.2.5. Assist relevant MoEST offices evaluate the impact of the three priority policy actions		No activity planned this FY	Not started
<b>Requirement 1.3. Update teacher education management information systems (TEMIS) and integrate with EMIS</b>			
<b>Summary Status:</b> Delivery of 7-18 workplan now initiated and so far on schedule.			
1.3.1. Review the variations in costs and effectiveness of different approaches to teacher assignment and pre- and in-service training activities	EMIS and TEMIS harmonized and integrated	<ul style="list-style-type: none"><li>Apr-July 2010 (3-6)</li><li>Sep 2010.-Feb 2011</li></ul>	Initiated with Aug. 2010
1.3.2. Produce report analyzing and presenting pertinent information concerning critical areas of teacher recruitment, assignment, education and support policies		<ul style="list-style-type: none"><li>Apr-July 2010 (3-6)</li><li>Aug (7-18)</li></ul>	Complete
1.3.3. Plan and conduct an assessment of the existing TEMIS system		<ul style="list-style-type: none"><li>Apr-July 2010 (3-6)</li><li>Aug (7-18)</li></ul>	Complete
1.3.4. Draw up a plan on how best to integrate EMIS and TEMIS, in collaboration with the Directorate of Education Planning and DTED	EMIS and TEMIS data utilization for annual decision making and planning processes developed	No activity planned this FY	Not started
1.3.5. Work with indicated offices and stakeholders to implement this integration plan		No activity planned this FY	Not started
1.3.6. Support production of annual statistical reports and annual policy dialogue sessions		No activity planned this FY	Not started
1.3.7. Improve EMIS/ TEMIS system to produce sample-based comparative analyses of impact of teacher pre- and in-service training on teacher and student performance		No activity planned this FY	Not started
<b>Requirement 1.4. Improved coordination among teacher education institutions</b>			
<b>Summary Status:</b> Implementation of 3-6 workplan behind schedule due to the time taken to build consensus with MoEST and compounded by the late recruitment of Senior Education Policy Advisor. Delivery of 7-18 workplan now initiated and so far on schedule.			
1.4.1. Examine and clarify roles and responsibilities of ministry departments/ institutions at central and decentralized levels centered around the definition of the competencies of a "trained teacher"	Participatory process initiated regarding definition of the competencies of a "trained teacher"	<ul style="list-style-type: none"><li>April 2010 (3-6)</li><li>Oct 2010 – Jan 2011 (7-18)</li></ul>	Ongoing

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
1.4.2. Based on these competencies, work with stakeholders to examine how each aspect of teacher education and development contributes to the acquisition of those competencies		<ul style="list-style-type: none"> <li>May-July (3-6)</li> <li>Jan 2011 (7-18)</li> </ul>	Not started
1.4.3. Submit recommendations on the defined set of teacher competencies to MoEST/ PPC	Teacher education roles and responsibilities clarification recommendations submitted to MoEST/ PPC	No activity planned this FY	Not started
1.4.4. Work with the appropriate TWG to develop an action plan for improved coordination between MoEST teacher education institutions and other higher learning institutions involved in teacher education and development	Action plan drafted for improved coordination between MoEST teacher education institutions and other higher learning institutions	No activity planned this FY	Not started
1.4.5. Ensure that TPDS picks two parts of this action plan that have the most potential for leveraging greater collaboration and coordination in teacher education	Minimum of 2 processes identified and initiated to help facilitate roles and responsibilities clarification relative to teacher education	No activity planned this FY	Not started
1.4.6. Participate in and support the Teacher Education Technical Working Group and PCAR Coordinating Committee meetings	Active participation in at least 75% of Teacher Education Technical Working Group and PCAR Coordinating Committee meetings	Planned as ongoing throughout in both 3-6 & 7-18	Ongoing throughout
<b>Requirement 1.5. Assess Impact of HIV/AIDS on education personnel and pupils</b>			
<b>Summary Status:</b> Delivery of 7-18 workplan now initiated. Continuation of work on schedule will depend on release of PEPFAR funding from USAID.			
1.5.1. Collect and review existing studies, efforts and institutions (like the National Aids Commission) addressing HIV/AIDS in the education sector	Existing studies, efforts and institutions addressing HIV/ AIDS in the education sector reviewed	<ul style="list-style-type: none"> <li>April – July 10 (3-6)</li> <li>Sept 2010 (7-18)</li> </ul>	Initiated
1.5.2. Plan to evaluate the utility of existing EMIS and TEMIS data for assessing the impact of HIV/AIDS	Utility of existing EMIS and TEMIS data for assessing the impact of HIV/ AIDS evaluated	<ul style="list-style-type: none"> <li>Apr.– Jul. 10 (3-6)</li> <li>Oct 10 (7-18)</li> </ul>	Not started
1.5.3. Design the methodology most likely to gather the information and address the gaps in the existing knowledge concerning the impact of HIV/ AIDS on the sector and the likely ways to mitigate those impacts	Methodology designed to gather information and address gaps in the existing knowledge	No activity planned this FY	Not started
1.5.4. Design and complete a comprehensive, sample-based study of HIV/AIDS impact on teachers, other education staff and students and families	Comprehensive, sample-based study of HIV/ AIDS impact on teachers, other education staff, students and families completed and results shared	No activity planned this FY	Not started
		No activity planned this FY	Not started
1.5.6. Present and discuss results of the study of HIV/AIDS impact to inform policy dialogue in the sector related to teacher recruitment, training and ongoing support	Results of HIV/ AIDS study used to inform policy dialogue and develop targeted interventions to mitigate its impact	No activity planned this FY	Not started
1.5.7. Develop targeted interventions to mitigate the impact of HIV/AIDS on teachers, other staff and students		No activity planned this FY	Not started
1.5.8. Integrate EMIS/ TEMIS systems that includes data that contributes to monitoring the impact of HIV/AIDS	EMIS/ TEMIS systems that include data contributing to monitoring the impact of HIV/ AIDS integrated	No activity planned this FY	Not started

## **Result 2: Enhanced Teacher Performance**

### **Result 2: Commentary**

#### **February-March (FY Q2)**

Initial introductory meetings took place with DTED and other key partners. The recruitment of key local staff also took place.

#### **April – June (FY Q3)**

##### **Continuous Professional Development (CPD)**

The pace of CPD implementation picked up during FY Q3 with the recruitment of Absalom Phiri, as Senior Teacher Education Advisor, in April 2010. Work in the CPD component of Result Area 2 focused upon consultations to develop and document Operational Guidance on decentralization and delivery of Continuous Professional Development (CPD). This work culminated on 2nd June when member of the TPDS team convened a CPD strategy meeting at the TPDS office, attended by members of EMAS, DTED, Basic Education, MIE, USAID, and Tikwere, during which several agreements were reached:

- The TPDS CPD model was approved as compatible with the national framework of CPD.
- MoEST accepted TPDS's focus on literacy, numeracy and academic life skills for standards 1-4, and an initial focus on developing the local capacity of mentors was agreed upon as a first priority for action.
- It was also agreed that printing and distribution of previously produced CPD technical manuals must precede initiation of CPD

During this period work also commenced on the review of existing CPD support materials. Field visits were undertaken to 8 schools in the districts of Balaka, Dowa and Mzimba South in order to assess CPD needs on the ground. This provided a 'reality check' of challenges that teachers face in implementing the new curriculum and its assessment expectations. This work informed the development of training in mentorship and associated support materials.

##### **Open and Distance Learning (ODL)**

Work on ODL began in earnest during FY Q3 with the arrival of the ODL Specialist McLloyd Polepole. Practical support was provided to the MoEST in the following ways:

- The consultant Greville Rumble, working with the ODL Advisor, conducted a comprehensive analytical study of the current situation regarding the national implementation of ODL policy. The resulting report contains numerous concrete proposals enhancing the program with reference to ODL system design, quality control mechanisms, and recurrent costs.
- TPDS provided technical support in: (i) development of field assignments for students; and (ii) development of a Trainee Handbook at the Mponela TDC workshop.
- During the week starting Monday, 28<sup>th</sup> June, ODL advisor McLloyd Polepole participated in the National workshop on ODL Policy. It is anticipated that a comprehensive policy statement will be generated from this workshop. This provided a timely opportunity for TPDS to input findings from initial investigative work conducted by TPDS Greville Rumble.

#### **July – September (FY Q4)**

##### **CPD**

Progress continued during FY Q4. After a series of meetings in July, MIE endorsed the 'Operational Guidelines' for CPD. This document describes the principles methods, delivery mechanisms, and roles and responsibilities to be observed in CPD delivery. The CPD model will have the following features:

- In order to avoid loss of quality in training through successive layers of a cascade, the number of levels in the cascade will be minimized.
- In order to minimize the cost of delivery teachers will be accessed at cluster rather than zonal level.
- In order to strengthen the ability of schools to organize their own internal CPD, the first module to be delivered with funding from the project will be on 'Instructional Leadership' with the roll out of the existing 'Managing CPD in your School', manual for school-based in-service training, that was produced by MIE. Activities in the Leadership module familiarized participants with tools for processes such as convening first meetings, conducting CPD needs analysis, and observing classroom teachers.
- Using staff at divisional level, TPDS will work in close partnership with MoEST officials to monitor and support implementation of CPD in the field.
- The Operational Guidelines currently prescribe that CPD training takes place on school days during working hours in order to: (i) maximize attendance - especially of women who may have family commitments, (ii) minimize costs – as teachers are already remunerated for work on these days, (iii) show that MoEST attaches value to the activity.

While previously agreed, the Acting Director of Teacher Education, has recently (during September) begun expressing opposition to the use of working hours for CPD. TPDS is currently undertaking high level consultation to resolve the matter and will comply with whatever recommendation is made by the MoEST.

A program of CPD activities and topics to be covered has been drafted and agreed. During August meetings were held at MIE to identify needs to be addressed through CPD. Drafts of two CPD modules were developed with collaboration of MoEST and MIE officials. One module concerns 'Instructional Leadership' and is aimed at senior teachers across all primary grades. The second focuses on early literacy in both English and Chichewa.

The two CPD modules were both piloted with the assistance of over 29 teachers from Salima district during the week 20<sup>th</sup> – 24<sup>th</sup> Sept. The CPD team spent the week at Kaputu Cluster. A total of 29 teachers (7 male and 22 female), from Standards 1 to 4, and 12 head-teachers (6 male and 6 female, deputy head-teachers and section heads attended the training. We were joined by the MIE editor, Mr. Peter Ngunga, Mr. Leslie Ndovi from Tikwere, and Ms. Dorothy Matiti from Education Methods and Advisory Services (EMAS).

Literacy Units are formatted in a similar fashion to lesson plans, starting with the topic, a brief introduction, outcomes, and activities, followed by self-reflection. The accompanying facilitators' manuals contain more detailed content, while the participants' manual guides participants in group activities, with space for them to write in their thoughts, contributions, group suggestions, and self-reflections. The training content covers topics that have been identified as presenting particular challenges of PCAR to for teachers in Standards 1 to 4. The topics include the teaching of pre-reading activities and introducing the alphabet to Standard learners, consonant-vowel combinations, and teaching reading and writing by using sentence of the day in Standards 2 to 4.

The Piloting workshop was filmed by Jonathan Stratman, an experienced videographer working with Seward Inc. This material has been edited into a DVD which will be made available to all master trainers in order to ensure the fidelity and consistency of delivery through the training cascade.



## ODL

Good progress was also recorded in ODL during this last quarter of the financial year. Under this Requirement TPDS is committed to extensive exploration and research of options for the application of IT solutions in ODL. The research has been undertaken by Sarah Pouezevara. Meanwhile ODL Specialist McLloyd Polepole is making consistent input to all relevant national policy forums.

- Based on fieldwork conducted in the first 2 weeks of July a report was prepared by Sarah Pouezevara and presented to USAID entitled “Study of ICT Environment as applicable to IPTE- ODL environment”. This lays out options for the piloting the application of ICT in ODL through TPDS.
- Based on fieldwork conducted in August, a report was prepared by Greville Rumble entitled ‘IPTE ODL- Systems and Costs’ which lays the framework for budgeting of ODL nationwide. A workshop was also conducted on budgeting and costing of ODL on 4<sup>th</sup> – 5<sup>th</sup> August.

Initial work in this Result area was complicated by the fact that the Requirements and Standards were designed prior to the MoEST taking the initiative to start implementation of ODL. Since the original planning of TPDS, the ODL program has already been designed and initiated by the MoEST, and by the time the local TPDS project staff were in place the MoEST had already printed the ODL materials, brought the Teacher Training Colleges (TTCs) on board, and selected the students who had begun their three-week orientation period at the TTCs. Therefore, although the original plan to help DTED investigate alternative scenarios and determine the most effective design of the program was no longer possible, the objectives of helping to ensure learner support and quality assurance within the program, as well as support for immediate and long-term financial planning (both within the national budget and through development partners) remain extremely relevant. Adjustments to the wording of contractual Requirements and Standards are required in the ODL component to reflect and accommodate current MoEST needs.

**Summary Table: Progress against Workplan**

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
<b>Requirement 2.1. Develop operational guidance on decentralization and delivery of Continuous Professional Development (CPD) and teacher support</b>			
<b>Summary Status:</b> Implementation of 3-6 workplan was behind schedule due the time taken to build consensus with MoEST. Delivery of 7-18 workplan now initiated. Some slippage already apparent due to delays in finalizing approval of Operational Guidelines by MoEST. TPDS is currently awaiting a decision from MoEST on whether working days may be used for delivery of CPD.			
2.1.1. Carefully select representatives from relevant departments within MoEST, District Education staff, and key civil society organizations (CSOs) form a first tier to develop a plan for operations guidance	Stakeholders list (due April 3)	April 2010	Completed June 10
	Leadership/ guidance structure or group formed (May 15)	April 2010	Completed May 10
2.1.2. Relevant and interested members of the organizations represented in the first tier and comparable organizations throughout Malawi form second tier, to review printed versions of the proposal, attend meetings to review the plan, and provide written feedback to its developers	Consultative, efficient process developed to produce CPD implementation operational guidance	Apr-May 10	Completed July 2010
2.1.3. Draft CPD operations guidelines and relevant tools or documentation developed by first tier that is consistent with the emerging definition of essential teacher competencies being supported through Result 1, Requirement 1.4.	CPD operational guidelines and relevant tools or documentation drafted, evaluated and finalized	<ul style="list-style-type: none"> <li>June 10 (3-6)</li> <li>Aug. 10 (7-18)</li> </ul>	Completed
2.1.4. Feedback from second tier used to revise the operational guidance plan for the CPD program		<ul style="list-style-type: none"> <li>June 2010 (3-6)</li> <li>Aug 2010 (7-18)</li> </ul>	Completed

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
2.1.5. Review, revise and finalize CPD operational guidelines		<ul style="list-style-type: none"><li>Jun.-Jul. 2010 (3-6)</li><li>Aug 2010 (7-18)</li></ul>	Incomplete pending MoEST approval.
2.1.6. Print and distribute guidance materials	CPD guidance materials printed and distributed	<ul style="list-style-type: none"><li>Jul 2010 (3-6)</li><li>Sept 2010 (7-18)</li></ul>	Materials have been finalized and are awaiting final approvals prior to printing
2.1.7. Third tier, consisting of zone-based CPD mentors (PEAs and ACs) trained in the plan, to communicate, include distribution of printed information, how the CPD program will operate going forward		<ul style="list-style-type: none"><li>Aug 2010 (7-18)</li></ul>	Not started
2.1.8. Fourth tier, consisting of members of the media, to report on the process, plan and implementation		No activity planned this quarter	Not started
Requirement 2.2. Implement the decentralized CPD model			
Summary Status: It was originally planned that CPD implementation would start in July however because of delays in recruitment and finalization of materials implementation is now scheduled to start during October 2010			
2.2.1. Work with MoEST to clarify roles and responsibilities of PEAs, ACs, ODL field supervisors, and TTC Tutors to determine how each of these personnel can assume responsibility for aspects of ongoing teacher professional development	Decentralized INSETs conducted at least once per term	<ul style="list-style-type: none"><li>Apr.-Jul 10 (3-6)</li><li>Oct 1020 (7-18)</li></ul>	Documented in Operational Guidelines.
2.2.2. Conduct decentralized (school and cluster-based) INSETs at least once per term		<ul style="list-style-type: none"><li>Ongoing from Jul 10 (3-6)</li><li>Oct 2010 (7-18)</li></ul>	Not started
2.2.3. Deliver training and support 3 times a year to 350 trainers (who will then train at least 75% of the teachers)	At least 75% of teachers received on the ground face to face teacher training or support from mobile teams at the Regional, Divisional and/ or cluster District levels	<ul style="list-style-type: none"><li>from Jul 10 (3-6)</li><li>Oct 2010 (7-18)</li></ul>	Not started
2.2.4. Conduct inspections and/or supervisory visits with at least 75% of the teachers per term	A minimum of 75% of teachers receive an inspection and/ or supervisory visit per term	No activity planned this FY	Not started
2.2.5. Conduct MoEST capacity building activities at least once per term	At least one capacity building activity held per term for MoEST non-teaching personnel	No activity planned this FY	Not started
Requirement 2.3. Review, Revise, Print and Distribute CPD Modules and Materials			
Summary Status: Considerable progress has been made on this requirement and activity is mostly on schedule.			
2.3.1. Assist staff from MoEST, MIE and DTED map out a comprehensive CPD training plan that stipulates the sequence and mode of delivery of training modules all teachers should receive	CPD modules for at least standards 1-4 and 5-7 reviewed, refined, revised and/ or developed, printed and distributed	Ongoing throughout quarter	Ongoing
2.3.2. Review and/or develop as needed the basic competency building training modules targeted to 1+1 trainees, and under-qualified teachers receiving intensive on-the-job training		Ongoing from May	Ongoing from May. Two modules ready
2.3.3. Print and distribute CPD modules		<ul style="list-style-type: none"><li>Ongoing from Jul 2010 (3-6)</li><li>Ongoing from Aug 2010 (7-18)</li></ul>	Selection of printers underway.
2.3.4. Develop CPD-related early literacy and numeracy materials	CPD-related early literacy and numeracy materials developed	<ul style="list-style-type: none"><li>Ongoing from May 2010 (3-6)</li></ul>	Initiated. First Literacy Module finalized.

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
<b>Requirement 2.4. Design Accelerated IPTE Open and Distance Learning Program</b>			
<b>Summary Status:</b> Some of the timings for activities in this Requirement were over-ambitious. The ODL specialist only began work at the beginning of May. Since then considerable progress has been made on this requirement and this requirement has been revised in the 7-18 month workplan to reflect the reality that TPDS is now supporting and enhancing the design of a program that has already been initiated.			
2.4.1. Review the parameters for the IPTE, IPTE-ODL and CPD as currently in place/planned, and identify opportunities for alignment and mutual reinforcement	IPTE-ODL program designed (applicable reports, plans and tools)	• May 2010	Completed
2.4.2. Review lessons learned from current and past ODL activities and IPTE 1+1		• May 2010	Completed
2.4.3 Develop proposals for the overall design and implementation of the IPTE-ODL program including Critical Path Analysis		• June 2010	Completed
2.4.4. Develop an institutional and, if necessary, national policy framework		• June 2010 (3-6) • Dec. 2010 (7-18)	Ongoing
2.4.5. Conduct ODL system costing and best practices in teacher support and mentoring workshops		• June 2010 (3-6) • Dec. 2010 (7-18)	System Costing workshop completed Aug
2.4.6. Estimate cost implications of alternative design scenarios and policy options		• June 2010 (3-6) • Nov 2010 (7-18)	System costing ongoing
2.4.7. Develop appropriate implementation plans and financing solutions		• Jul. 2010 (3-6) • Dec 10 – Mar 11 (7-18)	Ongoing
2.4.8. Conduct ODL learner support system workshop		• Jul 2010 (3-6) • Apr.– Jul. 2011	Not started
2.4.9. Develop proposals for a teacher trainee support system		• Jul 2010 (3-6) • Oct 10 – Feb 11 (7-18)	Ongoing
2.4.10. Develop program quality assurance system		• Jul 2010 (3-6) • Aug. 11 – Jan 12 (&-18)	Not started
2.4.11. Final IPTE-ODL design for approval		No activity planned this FY	No longer applicable
2.4.12. Review scope and pedagogical quality of ODL materials developed	Recommendation report on IPTE-ODL materials	• No activity planned this FY	Not Started
2.4.13. Assess institutional capacity of TTCs and their resources to deliver program	Institutional capacity assessment report	• May 2010 (3-6) • Aug-Dec. 2010 (7-18)	Ongoing
2.4.14. Identify training needs and propose capacity building plan for TTC lecturers, Field Supervisors and mentors (consideration of IPTE-ODL and IPTE 1+1)	Recommendation paper on capacity building plans for TTC lecturers, Field Supervisors and mentors, with linkages to IPTE 1+1	No activity planned this quarter	Ongoing
2.4.15. Research, design and implement initial studies/surveys on the use of technologies for the IPTE-ODL, IPTE and CPD programs	Initial technology studies reports	• Apr-May 2010 (3-6) • Aug-Nov (7-18)	Report completed

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
2.4.16. Design, implement and evaluate technology pilot studies that benefit IPTE, IPTE-ODL and CPD delivery and learner support.	Technology pilot studies implemented (applicable reports and budgets)	<ul style="list-style-type: none"> <li>June 2010 (3-6)</li> <li>Ongoing from Oct 2011 (7-18)</li> </ul>	Not Started
<b>Requirement 2.5. Implement Key Components of ODL Linked to the IPTE</b>			
<b>Summary Status:</b> Work has been initiated on Requirement 2.5 on schedule. Some activities have been rescheduled in the 7-18 month workplan.			
2.5.1. Conduct consultations with Development Partners, the ODL Task Force, and relevant MoEST departments on existing collaboration structures and needs/demands for such in regard to IPTE-ODL	Coordination mechanism on IPTE-ODL financing in place	<ul style="list-style-type: none"> <li>Apr 2010 (3-6)</li> </ul>	Completed
2.5.2. Coordinate and support joint meetings and collaboration as appropriate		<ul style="list-style-type: none"> <li>Ongoing from May 2010 (3-6)</li> <li>Ongoing throughout project</li> </ul>	Initiated and ongoing
2.5.4. Support development of selection criteria for the IPTE-ODL component to be implemented under TPDS	Ranked list of priority IPTE-ODL (and IPTE 1+1) components for donor implementation	<ul style="list-style-type: none"> <li>Jul.2010 (3-6)</li> <li>Jan – Mar 2011 (7-18)</li> </ul>	Not started
2.5.5. Support establishment of memorandum of understanding on IPTE-ODL financing between donor partners, at a minimum USAID, and the Government of Malawi, as appropriate	Recommendation on Memorandum of Understanding between USAID (possibly other donor partners) and the Government of Malawi on IPTE-ODL financing	No activity planned this FY	Not started
2.5.6. Lead design, implementation, monitoring and evaluation and reporting on the selected IPTE-ODL component to be implemented under TPDS	TPDS IPTE-ODL component implementation work plan and progress reports	No activity planned this FY	Not started
<b>Requirement 2.6. Support NPC In-School Life Skills, Curriculum Delivery</b>			
<b>Summary Status:</b> Initial needs analysis has been conducted. Initial drafts of life skills CPD materials have been developed for implementation during 2011. Life skills approaches will be integrated into materials for other subjects.			
2.6.1. Conduct an investigation, through observations and interviews, to determine which particular topics (skills, knowledge, and attitudes) are being neglected and will require more attention from teachers	NPC in-school life skills curriculum delivery supported	<ul style="list-style-type: none"> <li>No Activity Planned (3-6)</li> <li>Planned August 2010 (7-18)</li> </ul>	Completed with MIE
2.6.2. Create at least three CPD modules during the project that provide support for the teaching of the Life Skills Curriculum		<ul style="list-style-type: none"> <li>No Activity Planned (3-6)</li> <li>Planned Ongoing from Sept 10</li> </ul>	Ongoing
2.6.3. Provide CPD training on teachers' use of the Life Skills modules		<ul style="list-style-type: none"> <li>No Activity Planned (3-6)</li> <li>Ongoing from Sept 10 (7-18)</li> </ul>	Not started
2.6.4. Conduct measurement and evaluation efforts to observe trained teachers using the Life Skills curriculum and provide advisory support		<ul style="list-style-type: none"> <li>No Activity Planned (3-6)</li> <li>Ongoing from Sept 10 (7-18)</li> </ul>	Not started
2.6.5. Integrate features from the Life Skills CPD modules into the IPTE-ODL training conducted using an alternative technology		No activity planned this FY	Not started

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
2.6.6. Reinforce the content of the Life Skills training through the use of IRI		No activity planned this FY	Not started
2.6.7. Include Life Skills training in at least one of the ODL alternative technologies being investigated		No activity planned this FY	Not started
Requirement 2.7. Pilot Teacher and Public HIV/AIDS Strategies for Prevention, Treatment and Care Support			
Summary Status: No activity has so far taken place under this requirement. Its status is currently under review, as it may represent a duplication of effort with other USAID funded projects that have a greater degree of specialization in this field.			
2.7.1. Strengthen Edzi (AIDS) TOTO Clubs in all schools in partnership with District Assemblies (as possible) and with UNICEF, UNAIDS, AVERT, and related organizations	Teacher and pupil HIV/ AIDS strategies for prevention, treatment and care support piloted	No activity planned this quarter	Not started
2.7.2. Establish a small grants program to support club activities that provide education or service to their school and community; and to support the formation of chapters of the Teachers Living Positively organization or similar programs perceived as offering linkages and education services		Planned April 10 (3-6)	Not started
2.7.3. Support creation of school "centers for care and support" where school-identified vulnerable children are supported in school and the community level		Planned ongoing from April 10	Not started
2.7.4. Provide a liaison to link schools and communities with information and services providers		Planned ongoing from April 10	Not started

### Result 3: Improved Early Grade Literacy & Numeracy for In-School Children or Youth

#### Result 3: Commentary

##### February-March (FY Q2)

Initial introductory meetings undertaken with relevant MoEST officials.

##### April – June (FY Q3)

During the latter part of this quarter, STTA Karen Wiener, undertook an extensive review of literacy interventions in Malawi past and present in preparation for the Literacy Forum which took place in July.

A new potential partner emerged during this period in the form of the USAID funded Read Malawi Project. Meetings were held with key staff of this project in order to the coordination of approaches to materials development and Literacy CPD and the implementation of EGRA under Result 3. Discussion at the May 7-8<sup>th</sup> Partner Meeting identified an overlap in scope under the centrally funded Read Malawi project and USAID/Malawi TPDS project to support the local publishing industry. TPDS will therefore work with Read Malawi to maximize synergies and avoid duplication.

##### July – September (FY Q4)

The Best Practices Literacy Forum was conducted in Lilongwe on 15<sup>th</sup> & 16<sup>th</sup> July. 40 literacy specialists shared experiences from past and present literacy interventions in Malawi. The meeting developed recommendations for the MoEST to enhance literacy teaching in Malawi.

The presentations stimulated lively debate. On day 1, Teachers, PEAs and other practitioners provided valuable perspectives grounded in classroom experience. Participants also displayed materials that each intervention or organization has generated, such as teachers' manuals, children's story books, TALULAR guides and materials, DVDs. On day 2, after the presentation of a report on a recent field study undertaken by Dr. Absalom Phiri of TPDS, participants broke into working groups to develop proposals and recommendations under the following headings: teacher professional development, primary curriculum, learning materials, teaching methodology, and community involvement.

Recommendations from the Forum were combined with the findings of research conducted by Karen Wiener and documented in the report entitled 'Analysis of Best Practice in Literacy in Malawi', which has been presented to MoEST counterparts and USAID for review. This document forms a foundation for developing the TPDS literacy strategy to be implemented through national roll out of CPD and intense intervention in 2 districts

Implementation of Result 3 was accelerated from the beginning of August with the appointment of the EGRA/EGMA Specialist Odala Banda. The Early Grade Reading Assessment (EGRA) and Early Grade Mathematics (EGMA) Adaptation Workshop took place in Lilongwe Sept 27<sup>th</sup>–Oct 1<sup>st</sup>. 30 MoEST staff were oriented to the methodology and participated in developing and piloting of contextualized instrumentation. This workshop laid the groundwork for full implementation of the EGRA/EGMA baseline in Oct – Nov. This aspect of the project plan is now well on target.

#### Summary Table: Progress against work plan

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
<b>Requirement 3.1. Consolidate Best Practices in Early Literacy and Numeracy</b>			
<b>Summary Status:</b> this Requirement is has been implemented as planned. There only remains some further dissemination work of the 'Best Practice report.			
3.1.1.1. Review PCAR curriculum by literacy	Literacy forum or workshop on	April 2010	Completed

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
and math experts	best practices in early grade literacy and numeracy held (June)		
3.1.1.Assess strengths and weaknesses of curriculum scope and sequence, provide preliminary advice about direction to move with PCAR in the future to support literacy and math achievement		April 2010	Completed
3.1.2. Conduct Literacy Forum		May 2010	Completed
Engage partners (particularly MoEST counterparts) in formal and informal dialogue around literacy and numeracy, including but not limited to literacy discussions held in San Antonio.		May 2010	Completed
Plan and review PSSP’s Malawi Beginning Literacy Program (M/BLP) in Dowa district and the GTZ-supported Literacy across the Curriculum (LAC) project in Zomba		May 2010	Completed
Plan and review analytical and demonstration work literacy education (including DFID-funded MBTL project in 3 districts)		May 2010	Completed
Collect and assess lessons from these with other small scale activities (Euro-talk and current GTZ-supported, CBE, accelerated program for out of school youth)		May 2010	Completed
Use Tikwere/IRI annual assessment (early grade literacy in Chichewa and English) and include any previous experiences in Malawi on early grade literacy and/or numeracy teaching, learning and assessment		May 2010	Completed
3.1.3. Plan and invite Institutional partners and other presenters to contribute lessons learned and best practices on early grade literacy and numeracy.		Diverse group of presenters invited and have contributed their lessons, experiences, practices and results on early grade literacy	May 2010
Engage partners - MoEST, DFID, GTZ, Euro-talk, Tikwere/ IRI (TTCs, TDCs, PEAs World Relief, Building with Books and Adolescent Girls and Literacy)	June 2010		Completed
3.1.4. Pre-planning meeting(s) with partners to identify external participants that would illustrate the important aspects of best practices and challenges in literacy and numeracy to inform literacy forum	June 2010		Completed
Invite other regional MoEST representatives and choose individuals to represent various stakeholders, such as CSOs, NGOs, parents and youth	June 2010		Completed
3.1.5. Write technical document with specific recommendations that would help set targets for M&E, to help lead to concrete action steps for piloting or institutionalizing certain feature	Technical document consolidating conclusions and recommendations from the workshop/forum produced and submitted to MOEST for consideration and approval	June	Completed
Use good practices and lessons on to strengthen the PCAR, CPD and Teacher Education as a whole in the area of literacy education		June	Initiated and ongoing
Set up a meeting of core group members from all system levels to discuss adaptation/ implementation to specific contexts within Malawi		July	Dissemination meetings initiated and ongoing
Requirement 3.2. Develop and Implement an Early Literacy and Numeracy Approach			
Summary Status: This requirement has progressed and is so far largely on schedule.			
3.2.1. Technical working groups on Quality and Standards, Teacher Education established and/or strengthened	Technical working groups created and/or strengthened on Quality and Standards and Teacher	June 2010	Ongoing

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
Create and/or strengthen technical groups based on the outcomes of the Literacy Forum workshop, using needs and gaps identified	Education	June 2010	Ongoing
Hold technical working group meetings		June onward 2010	Initiated
3.2.2. Invite relevant directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) to participate in literacy and numeracy approach.	Relevant Directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) involved in the development and implementation of literacy approach work project	<ul style="list-style-type: none"><li>Jun. 2010 (3-6)</li><li>Oct. 2010 (7-18)</li></ul>	Not started
Involve these groups as necessary in planning and implementation stages.		<ul style="list-style-type: none"><li>Jun. 2010 (3-6)</li><li>Oct. 2010 (7-18)</li></ul>	Not started
Conduct meetings with relevant directories and institutions		<ul style="list-style-type: none"><li>Jun. 2010 (3-6)</li><li>Oct.-Nov. 2010 (7-18)</li></ul>	Not started
3.2.3. Create literacy and numeracy strategy from Literacy Forum results and expert knowledge in these 2 fields	CPD for literacy and numeracy available at least one session per term for Std. 1-3, and piloted in year 1, that will reach all Std. 1-4 students by the end of performance. pd.	<ul style="list-style-type: none"><li>June onward 2010 (3-6)</li><li>Oct onward 2010 (7-18)</li></ul>	Not started
Build into CPD for BE and CBE new strategies for literacy improvement identified during Literacy Forum workshop and subsequent technical group meetings		<ul style="list-style-type: none"><li>June onward 2010 (3-6)</li><li>Oct onward 2010 (7-18)</li></ul>	Not started
3.2.4. Face-to-Face capacity building on the selected literacy and numeracy strategies delivered through the CPD model	Face-to-face capacity building conducted that will include all Std 1-3 teachers in 2 districts, teacher support and supervision personnel.	No activity planned this FY	Not started
3.2.5. Efforts will be harmonized with PCAR, Tikwere/IRI, and EDSA	Efforts harmonized with PCAR, Tikwere/IRI, and EDSA (community and adult learners)	Ongoing from April 2010	Ongoing
E.g.. for EDSA - use complementary strengths of adults, facilitators, youth and children to make learning in daily life an explicit and shared practice		April 2010 onward	Ongoing
3.2.6. Create special technical working group on local language instruction which will include MoEST, TPDS, CLS, other language institutions, and other stakeholders	Special technical working group created around local language instruction that will make recommendations on needs, costs and practicality of implementing local language initiatives in conjunction with literacy initiatives	No activity planned this quarter	Not started
3.2.7. Conduct an analysis of need for local language literacy teaching (including literature review and contact with key informants), practicality, and related costs		No activity planned this quarter	Not started
3.2.8. Produce a technical document for GOM on local language policy around teaching practice.		No activity planned this quarter	Not started
Requirement 3.3. Assess and Monitor Early Grade Primary Children’s Literacy and Numeracy			
Summary Status: This Requirement is presently running slightly ahead of planned schedule.			
3.3.1. Use EGRA and EGMA approaches and instruments at the national level to stimulate policy dialogue and gain support for district and school level application	Policy dialogue workshops conducted at national level to gain support for district and school level application	No activity planned this FY	Completed during first day of adaptation workshop in September
3.3.2 Conduct EGRA baseline	EGRA baseline conducted and disaggregated by sex, age, school and geographic focus	No activity planned this FY	Initiated
3.3.3 Workshop for technical introduction and test adaptation with local language specialists, MoEST representatives and others as identified		No activity planned this FY	Completed Sept
3.3.4 Training of field supervisors and pretest of instrument		No activity planned this FY	Not started
3.3.5 Preliminary analysis of test and re-adaptation based on results		No activity planned this FY	Not started
3.3.6 Training of enumerators and pilot testing of instruments		No activity planned this FY	Not started
3.3.7 Final adaptations and data collection		No activity planned this FY	Not started



Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
3.3.8 Data entry, cleaning and analysis		No activity planned this FY	Not started
3.3.3. Write report	Report written and disseminated	No activity planned this quarter	Not started
3.3.4 Develop targets to assure substantive increases in reading, fluency and comprehension	Targets developed to assure substantive increases in reading, fluency and comprehension	No activity planned this FY	Not started
3.3.5 Enable pre- and in-service teachers to be able to use EGRA/ EGMA to monitor student progress	Pre-service and in-service teachers able to use EGRA/EGMA to monitor student progress in literacy and numeracy	No activity planned this FY	Not started
3.3.6 Use the EGRA/EGMA instruments developed during the baseline to conduct annual assessments, with greater MoEST control over processes each year	Annual EGRA follow-up conducted and disseminated	No activity planned this FY	Not started
<b>Requirement 3.4. Promote School and Community Support of Early Literacy and Numeracy</b>			
<b>Summary Status:</b> This activity is lagging behind the schedule laid out in the 3-6 month workplan. It has not been possible to start work in the 2 target districts until the necessary staff has been recruited and their offices established. Recruitment is now underway and agreement secured from the districts of Ntchisi and Salima to host the project.			
3.4.1. Conduct awareness campaign on the importance of literacy and numeracy, and of SMCs and PTAs to student achievement in these areas	Assure that 75% of SMCs and PTAs monitor their school's performance using student achievement data	June 2010 onward (3-6 Mar.-Apr. 2011 (7-18)	Not started
3.4.2. Hold SMCs and PTA workshops once per term, to discuss results of outcome assessment and assess methods of school support		No activity planned this FY	Not started
3.4.3. Adapt School Report Cards to disseminate data about school performance based on EGRA/EGMA results	Parents and community members actively monitor school-level student achievement data by the end of year 1 of training	No activity planned this FY	Not started
3.4.4. Ensure that TPDS builds on previous efforts at community support of early literacy and numeracy like literacy fairs, use of local language resources, drama groups, and local role models	Nourish a culture that values and enjoys reading and mathematics (ongoing)	Ongoing From April 2010	Ongoing
3.4.5. Support development of creative radio dramas that promote literacy and numeracy		Ongoing From April 2010	Not started

## Result 4: Improved Early Grade Literacy & Numeracy for Out-of-School Children or Youth

### Result 4: Commentary

#### February-March (FY Q2)

Initial contacts made with relevant MoEST officials and partners such as GTZ.

#### April – June (FY Q3)

This Result Area is one of several within the project design where the time that has elapsed between original project design and implementation means that the relevance of the original design to the current needs of the ministry may be called into question. Initial conversations with other development partners reveal that support is already being provided to the two nominated districts through GTZ and DFID funding.

#### July – September (FY Q4)

It has become apparent during this reporting period that the activities initially planned under Result 4, to a large degree, duplicate those already undertaken by GTZ. TPDS has consulted with the Directorate of Basic Education (August 5<sup>th</sup>) and with GTZ (July 13<sup>th</sup>) and had discussions with the USAID Mission COTR and ACOTR. The emerging consensus is that activity under Result 4 should be considerably reduced and resources redirected to other result areas.

**Summary Table: Progress against work plan**

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
<b>Requirement 4.1. Support the Implementation of CBE in Two Districts</b>			
<b>Summary Status:</b> Initial analysis of the situation indicates that this Requirement is already being actively addressed by GTZ and DFID. TPDS management is proposing that this requirement be dropped from the workplan and resources focused elsewhere. No activity under this requirement has been planned under the 7-18 month workplan recently submitted to USAID.			
4.1.1. In collaboration with World Relief and GTZ conduct assessment of CBE functioning in target districts	75% of CBE centers in 2 districts (likely Ntchisi and Salima) to function regularly by end of 2010	June 2010	Initiated
4.1.2. Work in coordination with GTZ, World Relief and GoM to support their improvements		June 2010	Not started
4.1.3. Identify OVCs, the barriers to their participation, and implementation of a local support system to help them attend schools		No activity planned this FY	Not started
4.1.4. Adapt literacy and numeracy approach designed for basic education to the CBE curriculum	80% of facilitators participate in CPD by end of year 1	June 2010	Not started
Carry out teacher training that may be in tandem with or overlap with CPD being carried out for basic education (will include new literacy and numeracy components)		No activity planned this FY	Not started
Hold additional training for CBE teachers in differentiating methods for older children		No activity planned this FY	Not started
4.1.5. Work with World Relief and other contractors who have supported CBE to adapt the materials and instructional techniques being designed to promote early grade literacy and numeracy to suit the needs of older children	Early grade literacy and numeracy materials adapted to the CBE program to address needs of older children	June 2010	Not started
<b>Requirement 4.2. Provide in-service training to centre facilitators linking to CPD</b>			
<b>Summary Status:</b> As with the previous Requirement, initial analysis of the situation indicates that this Requirement is already being actively addressed by GTZ and by DFID. TPDS management is proposing that this requirement be dropped from the TPDS plan and resources focused elsewhere. No activity under this requirement has been planned under the 7-18 month workplan recently submitted to USAID.			

4.2.1. Experts to review and rate recommendations resulting from Literacy Forum	Literacy and numeracy strategies reviewed and strengthened	June 2010	Not started
4.2.2. Plan to hold meetings with CBE stakeholders to consolidate lessons learned about functioning of the in-service training component of the CBE model	In-service training system functional with adequate support	No activity planned this FY	Not started
4.2.3. Work with World Relief to adapt and utilize the training modules and materials developed under Result 2 to best meet those training objectives for CBE center facilitators		No activity planned this FY	Not started
4.2.4. Consult with MoEST, GTZ and World Relief to determine how best to coordinate CBE facilitator training with the CPD and ODL activities that will be developed and implemented for primary school teachers under Result 2		No activity planned this FY	Not started
4.2.5. Train field staff working with CBE centers in the use of EGRA and EGMA as tools for tracking student learning	Facilitators trained to apply EGRA and EGMA as a continuous assessment tool and for school reporting	No activity planned this FY	Not started
<b>Requirements 4.3. Improve Capacity of Education and Community Stakeholders to Monitor CBE</b>			
<b>Summary Status:</b> As with the previous Requirement, initial analysis of the situation indicates that this Requirement is already being actively addressed by GTZ and by DFID. TPDS management is proposing that this requirement be scaled back to simply encompass the piloting of school report cards in CBE centres in Ntchisi and Salima.			
4.3.1. Assist World Relief to train school leaders and coaches to implement the School Report Cards model with CBE centers	System in place for school reporting through School Report Cards	No activity planned this FY	Not started
4.3.2. Introduce report cards that use report reading fluency and basic math results to CBE schools on a phased basis		No activity planned this FY	Not started
4.3.3. Train World Relief field staff in helping CBE centers interpret report card results and facilitate dialogue among CBE staff and students and families about learner progress and the acquisition of literacy and numeracy		No activity planned this FY	Not started

## Result 5: Enhanced Quality of Primary Teaching & Learning Materials

### Result 5: Commentary

#### February-March (FY Q2)

Initial meetings took place introducing the project to MIE who are the key governmental partner in this requirement.

#### April – June (FY Q3)

The only activity planned under this Result area for this quarter, was to work with MIE to evaluate existing materials used by previous projects providing supplementary reading materials. This has not yet been completed. Recruitment of a suitable staff member to manage this Result area is still ongoing. However, senior TPDS staff members continued to monitor developments in this field and noted an increasing sense of urgency from within MoEST to initiate the process of textbook review for the New Primary Curriculum. The intended 'shelf-life' of previously developed textbook materials has now passed.

#### July – September (FY Q4)

The revision of textbooks remains a current priority of the MoEST. On 28<sup>th</sup> July, the Chief of Party and Divisional Team Leader worked with the MIE Director and National PCAR coordinator to produce a comprehensive budget for the process. Current TPDS budget allocation is insufficient to complete the process. TPDS now proposes to support the complete revision of all 7 textbook titles each in stds 1 and 2 and 7 teachers' guides in stds 1 and 2, resulting in the revision of a total of 28 titles. We are therefore awaiting approval of a workplan and budget amendment by USAID before we can proceed.

Capacity to deliver on this Result area has increased since the arrival of Rosemary Ngalande on the TPDS team on 16<sup>th</sup> August. She is presently undertaking a comprehensive review of existing PCAR textbooks and assessment criteria in preparation for the review.

### Summary Table: Progress against Workplan

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
<b>Requirements 5.1. Formally Evaluate, Revise, Print and Distribute Textbooks for Selected Standards</b>			
<b>Summary Status:</b> This is clearly a current MoEST priority. The revision of textbooks has been planned and budgeted in collaboration with MIE. It is now apparent that the previous budget for the exercise under TPDS was totally inadequate. A budget revision has been proposed to accompany the 7-18 month workplan. We are awaiting a response to this proposal from USAID.			
5.1.1. Plan a formal review and evaluation of the existing PCAR textbooks and their accompanying teacher manuals for standards 1-4, with the support of MIE and key MoEST officials	Formal evaluation planned of continuous assessment evaluation criteria for standards 1-4 (begin March/April)	Planned July 2010 (3-6)	Process planned and budgeted
5.1.2. Based on the above review, and with the support of MIE, MoEST and representative stakeholders, develop and finalize recommendations for revision and/ or supplementary materials to more fully communicate, explicate and animate the implementation of the PCAR	Recommendations for revisions to continuous assessment evaluation criteria shared with relevant stakeholders	<ul style="list-style-type: none"> <li>No activity planned this FY (3-6)</li> <li>Sept 10- May 11 (7-18)</li> </ul>	Not started
5.1.3. Support MIE in making revisions or deficiencies in existing textbooks		<ul style="list-style-type: none"> <li>No activity planned this FY (3-6)</li> <li>Sept 10- May 11 (7-18)</li> </ul>	Not started
5.1.4. Conduct an analysis of the evaluation criteria for literacy and numeracy for standards 1-4	Revised continuous assessment evaluation criteria tested out by	<ul style="list-style-type: none"> <li>No activity planned this FY (3-6)</li> </ul>	Not started

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
	classroom teachers	<ul style="list-style-type: none"> <li>Sept 10-May 11 (7-18)</li> </ul>	
5.1.5. Support MIE and MANEB in producing revised and improved evaluation criteria		<ul style="list-style-type: none"> <li>No activity planned this FY (3-6)</li> <li>Sept 10-May 11 (7-18)</li> </ul>	Not started
5.1.6. Create an advisory group of teachers who will review and test the utility of the proposed revised evaluation criteria, and who will make recommendations back to MIE, MANEB and project staff on how best to assure the utility of these standards for the average Malawian classroom teacher		<ul style="list-style-type: none"> <li>No activity planned this FY (3-6)</li> <li>Sept 10-May 11 (7-18)</li> </ul>	Not started
<b>Requirement 5.2. Produce and Distribute Complementary Reading or Math Materials</b>			
<b>Summary Status:</b> initial communication with MIE indicates that there would be a preference from MIE for TPDS to support MoEST in revising, producing and distributing posters for standard 1.			
5.2.1. Work with MIE to evaluate the existing materials used in PSSP, MTTA and any other projects that have provided supplemental materials for reading and math to early primary standards	Existing reading and math materials evaluated, produced and distributed	<ul style="list-style-type: none"> <li>Planned from June 2010 (3-6)</li> <li>Mar.-May 2011 (7-18)</li> </ul>	Not started
5.2.2. Produce and distribute existing materials that are evaluated as meeting specific needs in the PCAR as well as those deemed important to creating enriched, literate environments at schools		No activity planned this FY	Not started
5.2.3. Assist MIE and MoEST in estimating the costs and planning out of the resource requirements for distributing specific sets of existing supplemental materials for the early primary standards	MIE and MoEST's capacity built in estimating the financing and planning out of the production and distribution of these materials	No activity planned this FY	Not started
5.2.4. Work with MoEST counterparts to identify funding sources for the production and distributions of the materials already proven useful in the Malawian context (e.g., Dowa Story Books, solicit more girl/women authors)		No activity planned this FY	Not started
5.2.5. With MIE, define the specifications for supplemental reading and math materials		No activity planned this FY	Not started
5.2.6. Reach out to Room to Read to raise their own funds to support development of story books, large books for reading aloud to children, fun math activity books or other kinds of supplemental teaching and learning materials	Room to Read raises its own funds to support development of materials and the creation of pilot school or community libraries	No activity planned this FY	Not started
5.2.7. Encourage Room to Read to pilot the creation of school or community libraries in selected districts in Malawi, including the training and support of school staff and community members in the management of the library		No activity planned this FY	Not started
<b>Requirement 5.3 .Develop a Strategy for Reinforcing Local, Malawian Printer Capacity</b>			
<b>Summary Status:</b> No activity has happened under this Requirement so far. TPDS management is seeking the removal of this requirement from the task order to avoid duplication of effort with Read Malawi.			
5.3.1. Identify local publishers and printers most likely to have the capacity to respond to the large scale production required by MoEST	Identification and Assessment of existing local publishing and printing capacity in Malawi	No activity planned this FY	Not started
5.3.2. Work with MIE, and partners like Room to Read to assess the existing production, management and logistics capacity of local printers, and identify those who, with some support, could further develop their capacity to become major suppliers of textbooks		No activity planned this FY	Not started
<b>Requirement 5.4. Implement a Strategy for Reinforcing Local, Malawian Printer Capacity</b>			
<b>Summary Status:</b> No activity has happened under this Requirement so far. TPDS management is seeking the removal of this requirement from the task order to avoid duplication of effort with Read Malawi.			
5.4.1. Promote local development of supplemental materials, and work in partnership with an organization like Room to Read	Strategy developed used to implement capacity development of local publishers and printers	No activity planned this FY	Not started
5.4.2. Put in place specific medium term plans for reinforcing the production and management capacities of selected printers		No activity planned this FY	Not started

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
5.4.3. Develop with the concerned printers fundable business plans, and identify the investment needed to assure the quality and timeliness of their production		No activity planned this FY	Not started

**Result 6: Improved Teacher Education-NPC, M&E Systems & Quality****Result 6: Comments****February-March (FY Q2)**

Little activity took place on Result 6 during this reporting period, except for introducing the project to relevant MoEST officers.

**April – June (FY Q3)**

Progress continued to be slow during this quarter as the project awaited the arrival of the Senior M&E Systems Advisor.

**July – September (FY Q4)**

Implementation of Result 6 began in earnest on July 1<sup>st</sup> with the arrival of Nick Shawa in the post of Senior M&E Systems advisor. TPDS participated in the meeting of the MoEST Research, Planning, Monitoring and Evaluation Systems Task Force for SWAp. This meeting revealed a lack of proper coordination of M&E within the MoEST.

Under Result 6, TPDS is committed to developing a framework for evaluating implementation of the New Primary Curriculum (NPC). The MoEST and MIE have already developed an M&E framework for NPC implementation, but recognize that this requires further development. TPDS is committed to supporting MoEST in the development and documentation of this framework on the following agreed-upon principles:

- Produce information to serve policy, planning and management needs at national and decentralized level (DEM)
- Rely on objective, measureable data
- Make the framework applicable within the current institutional constraints
- Do not over-rely on PEAs to do all information gathering
- Fit within ministry's emerging overarching NESP/ESIP monitoring and evaluation strategy

Following extensive research conducted by TPDS team-members Nick Shawa and Joe DeStefano, a workshop was held on September 29<sup>th</sup> in Lilongwe, chaired by the Inspection and Advisory Services (IAS), which brought together a wide range of MoEST staff and development partners in order to identify key evaluation questions in the implementation of PCAR. Among the questions generated by participants were the following:

- Are the instructional practices associated with OBE curriculum being applied in classrooms?
- What problems are teachers facing in implementing the new curriculum?
- Have teachers had any/enough orientation and training?
- How successful have PEAs adequately trained in the new curriculum?
- How do teachers handle the learner centered approach in large classroom?
- Are TTCs preparing teachers to implementing the new curriculum?
- Are ODL modules appropriately based on the new curriculum?
- Are teacher trainee exams evaluating teacher knowledge and understanding of the new curriculum?
- How useful/effective is the Std 1 introduction to school life curriculum?
- Are books making it to schools in adequate numbers to achieve the target ratio of 1:1?
- Do teachers and learners find books easy to use and understand them?
- Do teachers understand Continuous Assessment and able to correctly apply it in their classrooms?
- Is implementing of PCAR leading to improved teaching and learning?

With these questions in mind the group began the work of generating a framework of indicators to be applied to curriculum evaluation from inputs and processes through to outputs, outcomes and impact. Through the development of this framework and associated instrumentation: (i) the MoEST will be able make informed decisions regarding resource allocation, (ii) teacher training – both pre and inservice – can be informed by the real needs of teachers and students, (iii) school monitoring and support methods can be developed that exactly match the demands of the new curriculum, and (iv) schools can be empowered to conduct self-assessment against explicit clearly defined standards.

**Summary Table: Progress against Workplan**

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
<b>Requirement 6.1. Define and Put into Operation the Framework Strategy and Plans for Monitoring and Evaluating PCAR Implementation</b>			
<b>Summary Status:</b> Implementation of 6.1 has run behind schedule compared to 3-6 workplan due to over ambitious original scheduling. The M&E Advisor only assumed his post on 1 <sup>st</sup> Jul. Since then a good start has been made on the development of a PCAR M&E framework.			
6.1.1. Collaboratively develop an M&E framework	Framework collaboratively developed that identifies purpose and key questions to be addressed by M&E (begin March/April)	June 2010 (3-6) Aug 2011 (7-18)	Initiated Sept 2010
Assess existing M&E frameworks being used by MoEST and other projects		May 2010 (3-6) Aug-Sep 2010 (7-18)	Ongoing
Plan to convene meeting of key stakeholders at which existing frames would be put on the table and serve as jumping off points for discussion of M&E framework that would best serve to monitor and evaluation PCAR implementation		May 2010 (3-6) Sep 2010 (7-18)	Complete
Hold meeting and as follow up to the meeting, write up a draft framework and submit it to participants for feedback/finalization		June 2010 (3-6) Nov 2010 (7-18)	
Obtain MoEST approval of the framework		June 2010 Feb 2011	Not started
6.1.2. Based on feedback from selected stakeholders, draft and finalize the M&E strategy	M&E strategy developed that identifies specific roles and responsibilities for each player and institution at different levels in the system	Jun-Jul 2010 (3-6) Feb-Apr 2011 (7-18)	Not started
Based on the framework, work with selected individuals from key offices and institutions to draft an M&E strategy		Jun. - Jul 2010 (3-6) Feb –mar 2011 (7-18)	Not started
Obtain feedback from selected stakeholders on the M&E strategy, in particular from those institutions identified as having key roles to play in carrying it out		Jul 2010 (3-6) Mar 2011 (7-18)	Not started
Finalize M&E strategy and plans		Jul 2010 (3-6) Mar-Apr. 2011 (7-18)	Not started
6.1.3. Assess the M&E capacity of institutions	M&E capacity requirements of those institutions identified and strategies for reinforcing their capacities put in place	No activity planned this FY	Not started
As part of the finalization of the framework, strategy and plans, assess institution's existing capacity in relationship to the capacities that will be needed to carry out the roles and fulfill the responsibilities they will have.		No activity planned this FY	Not started
Data requirements articulated, tools for collecting data developed and offices/individuals with different data responsibilities trained in use of tools.		No activity planned this FY	Not started
Costs and resource requirements for implementation of M&E strategy and plan assessed and funding sources identified (MoEST budget, TPDS budget or other project/trust fund sources).		No activity planned this FY	Not started
6.1.4. Provide technical assistance and training to DEOs, PEAs, mentors, itinerant trainers, school directors and PTA members in how to collect, organize and make use of the targeted M&E data	Data collected on regular basis as specified by the M&E framework and plan	No activity planned this FY	Not started



Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
6.1.5. Support completion of M&E tasks by providing periodic technical assistance and facilitating regular exchanges and discussions among different actors – e.g. we will hold monthly meetings among PEAs in a district to check in on how they are doing with M&E tasks, both in terms of working with teachers and in terms of compiling information for broader lessons learned		No activity planned this FY	Not started
6.1.6. Assist in the use of M&E information to inform policy and strategic deliberations at the national level	M&E information informs policy and strategic deliberations at the national level	No activity planned this FY	Not started
Identify 2-3 areas where M&E data are pointing to important PCAR implementation lessons with policy and/or institutional implications		Start June 2010 (3-6)	Started Sept
Work with relevant offices to policy memos and policy level briefings on the findings of the M&E on those issues		No activity planned this FY	Not started
Assist relevant offices in making presentations/conducting briefings		No activity planned this FY	Not started
Requirement 6.2 – Enhancing Capacity of Parents, Communities and CSOs to Participate in CPD and Early Grade Literacy and Numeracy			
Summary Status: TPDS seeks the removal of this activity from the task order. No activities have been undertaken, nor have they been planned in the 7-18 workplan. TPDS sees School Management Committees (SMCs) as a higher priority than CSOs for capacity building. The provision of grants for SIPs now represents a direct duplication with EDSA’s scope of work.			
6.2.1. Ensure that the M&E framework, strategy and plans being developed under requirement 6.1 include specific roles and responsibilities for parents and school communities at the local level	Parents and communities develop capacity to monitor and support PCAR implementation and to support improved teaching and learning in reading and math in early grades	Ongoing from April 2010 (3-6)	Not started
6.2.2. Engage parents, communities and CSOs in M&E work through the provision of technical support and training for parents and communities in understanding the PCAR, the M&E purpose and framing questions, and for seeing the roles they can play in collecting and using information on PCAR implementation		No activity planned this FY	Not started
6.2.3. Develop the capacity of CSOs	CSOs develop capacity to assist communities in monitoring and supporting PCAR implementation	No activity planned this FY	Not started
Conduct a survey to identify established CSOs with capacity to support education and/or monitoring and evaluation activities.		No activity planned this FY	Not started
Identify viable CSOs and put in place sub-granting mechanisms to enlist their services, and select pilot districts based on the areas where CSOs with best capacity have established presence and operations		No activity planned this FY	Not started
Provide initial orientation, training and capacity development to CSOs		No activity planned this FY	Not started
Develop with the CSOs strategies and plans for how they will work with schools, parents and communities.		No activity planned this FY	Not started
6.2.4. Assist targeted communities in the development of School Improvement Plans (SIPs)	Targeted communities develop and seek funding for SIPs targeting PCAR implementation and improved reading and math instruction	No activity planned this FY	Not started
6.2.5. Fund and implement SIPs on a pilot basis	SIPs funded and implemented on a pilot basis		
Requirement 6.3 – Develop Action Research Agenda as Element of M&E Framework.			
Summary Status: Grants are not longer considered a priority by USAID and grants are being implemented by EDSA which would represent a duplication of effort.			
6.3.1. Set up a competitive grant mechanism for funding research activities by university faculty and students, MIE staff, independent researchers, CSOs, SMCs, PTAs or groups of teachers	Action research used to provide targeted inputs to M&E and build the capacity of M&E within the system	No activity planned this FY	Not started
6.3.2. Define criteria for awarding research grants, promoting and publicizing the initiative. and setting		No activity planned this FY	Not started

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
up mechanisms for awarding and managing grants			

### Management Outputs and Deliverables

The following deliverables are listed in the reporting schedule of the TPDS Scope of Work:

Deliverable	Status
• Start-up Period Meeting Minutes	Submitted March 1
• Annual Work plans: Workplan 45-60 days	Submitted March 4
• Workplan April-July 2010	Submitted April 3 <sup>rd</sup>
• Performance Monitoring Plan	Initial draft submitted 20 <sup>th</sup> June to USAID. As yet unfinalized
• Monthly Reports - Monthly Bulletin	Submitted monthly as required
• Monthly Reports – Monthly Report (with accruals)	Submitted monthly as required
• Regular Meetings Report	Submitted monthly as required
• Workshops/Conferences/Training	As reported above
• Quarterly Progress Reports	Submitted April 2010 and July 2010 as required
• Summary Annual Progress Report	N/A this reporting period
• Data Quality Assurance Reports	N/A this reporting period
• Consultant Reports	<ul style="list-style-type: none"> <li>• DeStefano &amp; Chapman (Result 1) 'Analysis of education sector policy priorities and implications for TPDS' submitted 8<sup>th</sup> May, 2010</li> <li>• De Stefano (Result 1) 'Status of Teacher Information Systems', submitted 20<sup>th</sup> August, 2010</li> <li>• Greville Rumble (Result 2) 'IPTE- ODL systems description and analysis' submitted 14<sup>th</sup> June 2010</li> <li>• Greville Rumble (Result 2) 'IPTE-ODL System Cost', submitted 9<sup>th</sup> September, 2010</li> <li>• Sarah Pouezevara (Result 2) 'Study of ICT Environment as applicable to ODL Program, submitted 9<sup>th</sup> Sept, 2010</li> <li>• Karen Weiner (Result 3) 'Analysis of Best Practice in Early Literacy in Malawi', submitted 16<sup>th</sup> August, 2010</li> </ul>
• Early Grade Reading Assessment Reports	N/A this reporting period
• Miscellaneous Reporting	N/A this reporting period
• Final Progress Report	N/A this reporting period
• Final Summary Report for Public Distribution	N/A this reporting period
• Adverse Impact	N/A this reporting period
• Contractor Performance Evaluation Reports	N/A this reporting period
• Final/Completion Contract Report	N/A this reporting period

• Final Report	N/A this reporting period
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## ***Challenges, Solutions, and Actions taken***

### **Introduction**

Several challenges have been encountered in the implementation of TPDS. As a result, implementation is behind schedule across some Result areas.

### **Underestimation of transaction time in initial planning**

Project design and subsequent initial planning underestimated the amount of transaction time required to effect project start up and to refresh MoEST management understanding of TPDS, especially given the time lapse between initial design and award. In addition, too many activities have been scheduled simultaneously during a period when the project team was not yet at full strength, including extended and often-repeated exchange required to achieve and ensure full participation and consensus with partners. Earlier assumptions that deliverables could be completed in rapid succession on a month-by-month basis have not held with reality on the ground. This is especially true given the progress within the MoEST and across other donor programs. However, the delays offered a critical window for TPDS to bring all partners within MoEST on board, despite occasional differences across directorates or lack of clarity on roles and responsibilities.

The project's declared intention to work within the system to support the implementation of existing policy priorities is its central strengths. However the project encompasses a complex array of Result areas, and responsibility for these is spread across several MoEST directors. The resulting need for constant coordination and consultation while leading to support from MoEST, also slows implementation. The need for close coordination with other ongoing project initiatives – both those funded by USAID (EDSA, Tikwere and Read Malawi) and those funded by other development partners (e.g. DfID, GTZ and CIDA) – further adds to the high transaction cost attached to all planning and decision making within the project.

Streamlined procedures are being developed for coordination with both the MoEST and the USAID Mission. With MoEST, we have identified a designated MoEST counterpart for each Result Area, who would act as a first point of contact and facilitator for all project activities in a given result area. This replaces the written designations of such counterparts by DTED's Mrs. Mbewe in March and offers collaboration that is more inclusive across other MoEST directorates. With the USAID Mission, systems also need to be put in place to expedite feedback on deliverables to enable TPDS to plan work and reports accordingly.

### **Delays in the recruitment of key project staff**

The original COP turned down the post, soon after the award. A new COP was recruited in the person of Dr. Stephen Harvey. However delays in confirming his appointment and his need to serve a notice period for the previous employer meant that he only arrived at post on June 3<sup>rd</sup>. During the interim period, three different RTI managers acted as COP. Once in place, the new COP has needed to invest time in initial relationship-building meetings with MoEST and partners. There have also been similar delays with the arrival of other key staff including the Senior Education Policy Advisor (Charles Gunsaru) and M&E Advisor Posts (Nick Shawa), both of whom joined the project staff on July 1<sup>st</sup>. The EGRA/EGMA Specialist only started on 1<sup>st</sup> August and Primary Curriculum Advisor and Finance and Administration Manager on 16<sup>th</sup> August. Several candidate identified in the proposal were no longer available to TPDS

given the time lapse between recruitment and award. Upon arrival, the COP gave highest priority to concluding recruitment processes. At time of writing the team is approaching full strength, with 23 posts filled and recruitment still ongoing for the remaining two open positions. Energy invested in these recruitment processes during the first 8 months of operation has diverted effort from delivery.

**The policy environment in Malawi is evolving rapidly**

The policy priorities of the MoEST have evolved and changed in the intervening period since the project was originally conceptualized two years ago. With the target date of 2015 approaching for achieving Millennium Development Goal 2, there is increased urgency and levels of activity on the part of donors and the MoEST alike, and increased funding available as well. These changes will require amendments to the project contract in the following areas.

- Result Areas 2: ODL presents perhaps the most notable case in point. Requirement 2.4 is to 'Design Accelerated IPTE Open and Distance Learning Program'. During the intervening period, this program has already been initiated. Activity in this area will therefore need to change to supporting the development of this already-existent initiative.
- Result Area 4: CBE. Interventions have already been initiated in the two districts previously identified for the intervention under TPDS. This may necessitate the redesign of the planned intervention to take this into account.
- Result 5: Textbook revision is now a high priority and the scope of work required is beyond the current budgetary provision.

All proposed amendments have been documented in the 7-18 month workplan submitted to USAID at the end of September. Associated revisions to the SOW and budget will follow shortly.

**Transportation**

The project has so far procured 2 double cab pickup-vehicles. This will be inadequate for the needs of a national project which anticipates establishing 6 divisional offices nationwide, which must have the ability to reach every district in the country. We advocate for an additional vehicle per division. This question requires urgent consideration and will require reprioritization within the current budget.

## Success Stories

### Early Grade Reading and Mathematics Assessments Initiated

There is widespread concern in Malawi that early grade learners are not acquiring the skills in literacy and numeracy that form the foundation upon which subsequent learning can be built. Research shows that the gap between children who acquire these foundation skills and those who do not only grows wider as children progress through primary school and that intervention at the earliest point is the most cost-effective strategy. Children who fail to master these skills early are significantly more likely to drop out later as they are unable to meaningfully access the curriculum. TPDS is committed to addressing this issue. A key element of our strategy is to introduce Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) methods, which have already proved powerful in other African countries such as Kenya, Uganda, Liberia and Ethiopia and indeed in many other countries worldwide.



Dorothy Matiti (EMAS) Administering EGRA

EGRA and EGMA are individualized assessments undertaken one-to-one with children. EGRA focuses on universal component skills of reading such as: letter and syllable recognition, phonemic awareness, letter sound knowledge, word recognition, decoding words and reading and comprehending sentences. Likewise, EGMA focuses on mathematical fundamentals such as number recognition, counting, number sequences and simple addition and subtraction. Both assessments are timed and test the fluency of children in tasks. EGRA and EGMA are powerful diagnostic tools and provide a clear description of the skills of a representative sample of children. Assessment

results can inform the planning of both teacher development and instruction at school level.

Every country presents unique educational and linguistic environment. For this reason, TPDS has invested considerable effort during September in the adaptation of these methods to Malawian context. A five-day EGRA/EGMA adaptation workshop took place during at the Riverside Hotel in Lilongwe. It was facilitated by international literacy and numeracy experts Jessica Mejia, Sylvia Thompson and Aarnout Brombacher. More than 30 participants, including senior staff from the MoEST Departments of: Planning, Inspection and Advisory Services, Basic Education, and Teacher Education, as well MIE, MANEB and a range of tertiary colleges countrywide, attended the workshop. It was a hands on affair. Participants developed local instruments to be delivered in Chichewa and based upon its unique letter and word frequency. Instruction protocols were also developed and participants were then trained in administering the tests.

On the fourth day, participants took the assessment to the field and piloted at Njewa and Chimutu Schools in Lilongwe. The experience made a deep impression on all participants. Even though each test

takes only 15-20 minutes to administer it is rare for anyone to spend such a concentrated period with an individual child, finding out what they do and do not know. This is especially true in the Malawian context where very large class sizes are the norm and children are starved of individual attention. On the final day of the workshop, findings were reviewed and the instrument refined ready for implementation.

During a two week period in late October and early November, TPDS will train additional 'enumerators' and take these instruments to the field and assess a sample of 3,500 children nationwide. The results will be disseminated to all levels of the education system to inform future literacy and numeracy interventions. EGRA and EGMA, if more widely adopted, could also inform future CPD needs analysis and school inspection and support methods.

## **Management Issues**

### **Budget**

As discussed above and at various points with the COTR and the acting COTR, there is a change in expectations from the Ministry on the role of TPDS. Some activities that need to be completed are under-funded or not funded while others that have been funded are no longer required at the level planned. These changes have been reflected in the 7-18 month workplan recently submitted to USAID. If this 7-18 month workplan is approved, there will be a need for an accompanying realignment of the budget. The team is working on preparing a draft budget in anticipation of this approval.

### **Personnel**

There has been a continuous emphasis on assembling the multi-skilled team required to meet the complex challenges presented by TPDS. This has taken time. The following table the team members and their dates of appointment and departures. During this period, 2 staff members also left the project due to competitive salary bidding from another USAID contractor.

Name	Title/Relationship	Gender	Date of Appointment	Work Location	Employer
Absalom Phiri	Senior Teacher Training Advisor	M	1-Apr-2010	Lilongwe	Seward
Everess Chifundo Milole	Program Receptionist	F	16-Apr-2010	Lilongwe-Malawi	RTI
Master Kalulu	Teacher Training Specialist (South)	M	1-May- 2010	Blantyre	Seward
McLloyd Polepole	Senior ODL Advisor	M	1-May-2010	Lilongwe, Malawi	RTI
Tarsco Mwafulirwa	Human Resource Manager	M	3-May-2010	Lilongwe - Malawi	RTI
Steve Sharra	Teacher Training Specialist (North)	M	1-Jun-2010	Mzuzu	Seward
Sydonio Enock Billiat Matope	Teacher Training Coordinator	M	2-Jun-2010	Lilongwe, Malawi	RTI
Maria Kachila-Msosa	Communications Specialist	F	2-Jun-2010	Lilongwe, Malawi	RTI
Nicholas Stans Shawa	Senior Monitoring and Evaluation Advisor	M	1-Jul-2010	Lilongwe, Malawi	RTI
Charlie Morton Gunsaru	Senior Teacher Education Policy Advisor	M	1-Jul-2010	Lilongwe, Malawi	RTI
Sydney Chikweza	Driver	M	5-Jul-2010	Lilongwe, Malawi	RTI

Name	Title/Relationship	Gender	Date of Appointment	Work Location	Employer
Lackson Siyabu	Driver	M	5-Jul-2010	Lilongwe, Malawi	RTI
Odala Banda	Early Grade Reading and Assessment Manager	M	1-Aug-2010	Lilongwe, Malawi	RTI
Euclid Mtonga	Finance and Administration Manager	M	16-Aug-2010	Lilongwe, Malawi	RTI
Rosemary Ngalande	Primary Curriculum Specialist	F	16-Aug-2010	Lilongwe, Malawi	RTI
Sheila Sumaili	Office Manager	F	20-Sep-2010	Lilongwe, Malawi	RTI
Zondiwe Kayisi	Accounts Assistant	M	20-Sep-2010	Lilongwe, Malawi	RTI
Speaker Nkhonjera	Divisional Teacher Training Coordinator	M	4-Oct-2010	Mzuzu, Malawi	RTI
Peter Jinazali	Divisional Teacher Training Coordinator	M	4-Oct-2010	Kasungu, Malawi	RTI
Niffer Chikonje	Divisional Teacher Training Coordinator	F	4-Oct-2010	Blantyre, Malawi	RTI
Janet Chiromo	Divisional Teacher Training Coordinator	F	4-Oct-2010	Zomba, Malawi	RTI
Mary Mamba Mwale	Divisional Teacher Training Coordinator	F	4-Oct-2010	Mulanje, Malawi	RTI
Chrissie Phiri	Divisional Teacher Training Coordinator	F	4-Oct-2010	Lilongwe, Malawi	RTI
<b>Leavers as at Sept. 30, 2010.</b>					
Lameck Manda	<b>Logistics Manager</b>	M	13-Aug-2010	Lilongwe, Malawi	
Charity Mauluka	<b>Office Manager</b>	F	13-Aug-2010	Lilongwe, Malawi	

### Administration

- Power cuts have been a regular occurrence during the whole reporting period. For this reason, an inverter was procured, with capacity to run computers and other equipment for up to 6 hours.

### Update of the PMP

The first draft of the PMP was submitted on June 20<sup>th</sup>. Once feedback was received at the end of July, it was substantially redrafted and will be shortly resubmitted to USAID. No other evaluation activities took place in this quarter.

## Planned Activities for FY 10-11

The table below describes all planned activities for the 2010-11 Financial Year.

### Result 1: Strengthened Teacher Policy, Support & Management Systems

Tasks and Sub-tasks Activities	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>Requirement 1.1. Formulate Policy Framework and Guidelines</b>														
1.1.1. Review NSTED document finalized by MoEST technical directorates														
1.1.2. Draw up a list of prioritized recommendations from the NSTED to be used in drafting NSTED implementation guidelines														
1.1.3. Assist MOEST to print and distribute copies of NSTED to selected stakeholders														
1.1.4. Organize policy dialogue forum with relevant offices/institutions on Results of 1.1.2.														
1.1.5. Analyze list of NSTED priority recommendations/strategies based on inputs from policy dialogue forum														
1.1.6. Submit NSTED priority recommendations and strategies to MOEST for approval														
1.1.7. Provide support to assist Ministry offices in drafting NSTED implementation guidelines based on approved priority recommendations and strategies														
1.1.8. Share draft NSTED implementation guidelines with TWG and representatives of 6 division & 34 district education offices, teachers and other personnel														
1.1.9. Finalize and submit the NSTED implementation guidelines for approval to MoEST														
<b>Requirement 1.2. Determine and implement key policy priorities</b>														
1.2.1. Review evaluations and project reports related to MTTA, PSSP and other successful teacher development and support activities														
1.2.2. Determine in collaboration with MoEST, USAID and relevant stakeholders which policies the TPDS activity should directly support														
1.2.3. Work with the relevant MoEST offices and other stakeholders to draw up specific implementation strategies and plans for each of the 3 priority policy actions														
1.2.4. Support implementation of 3 priority policy actions to address e.g., accreditation systems, recruitment, deployment, redeployment, professional advancement, HIV/ AIDS in the workplace														
1.2.5. Assist relevant MoEST offices evaluate the impact of the 3 priority policy actions														
<b>Requirement 1.3. Update teacher education management information systems (TEMIS) and integrate with EMIS</b>														
1.3.1. Review the variations in costs and effectiveness of different approaches to teacher assignment and pre- and in-service training activities														
1.3.2. Produce report analyzing and presenting pertinent information concerning critical areas of teacher recruitment, assignment, education and support policies														
1.3.3. Plan and conduct an assessment of the existing TEMIS system														
1.3.4. Draw up a plan on how best to integrate EMIS and TEMIS, in collaboration with the Directorate of Education Planning and DTED														
1.3.5. Work with indicated offices and stakeholders to implement this integration plan														
1.3.6. Support production of annual statistical reports and annual policy dialogue sessions														
1.3.7. Improve EMIS/ TEMIS system to produce sample-based comparative analyses of impact of														



Tasks and Sub-tasks Activities	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
teacher pre- and in-service training on teacher and student performance														
<b>Requirement 1.4. Improved coordination among teacher education institutions</b>														
1.4.1. Examine and clarify roles and responsibilities of Ministry departments/ institutions at central and decentralized levels in matters of teacher education and development.														
1.4.2. Produce draft clarification recommendations on Teacher Education and Development roles and responsibilities of various MOEST departments and institutions														
1.4.3 Submit clarification recommendations on roles and to MOEST for approval														
1.4.4. Share clarification recommendations on the roles and responsibilities of the departments with TWG and teacher training institutions														
1.4.5. Work with the appropriate TWG to develop an action plan for improved coordination between MoEST teacher education institutions and other higher learning institutions involved teacher education and development														
1.4.6. Ensure that TPDS selects and initiates 2 parts of this action plan that have the most potential for leveraging greater collaboration and coordination in teacher education														
1.4.7. Participate in and support the Teacher Education Technical Working Group and PCAR Coordinating Committee meetings														
<b>Requirement. 1.5. Assess the impact of HIV/AIDS on education personnel and pupils.</b>														
1.5.1. Collect and review existing studies, efforts and institutions (like the National AIDS Commission) addressing HIV/AIDS in the education sector														
1.5.2. Plan to evaluate the utility of existing EMIS and TEMIS data for assessing the impact of HIV/AIDS														
1.5.3. Design the methodology most likely to gather the information and address the gaps in the existing knowledge concerning the impact of HIV/ AIDS on the sector and the likely ways to mitigate those impacts														
1.5.4. Design and complete a comprehensive, sample-based study of HIV/AIDS impact on teachers, other education staff and students and families														
1.5.5. Present and discuss Results of the study of HIV/AIDS impact to inform policy dialogue in the sector related to teacher recruitment, training and ongoing support														
1.5.7. Develop targeted interventions to mitigate the impact of HIV/AIDS on teachers, other staff and students														
1.5.8. Integrate EMIS/ TEMIS systems that includes data that contributes to monitoring the impact of HIV/AIDS														

**Result 2: Enhanced Teacher Performance**

Tasks and Sub-tasks Activities	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>Requirement 2.1. Develop Operational Guidance on decentralization and delivery of CPD and teacher support</b>														
2.1.3. Draft CPD operations guidelines and relevant tools or documentation developed by first tier that is consistent with the emerging definition of essential teacher competencies being supported through Result 1														
2.1.4. Feedback from second and third tier used to revise the operational guidance plan for the CPD program														
2.1.5. Review, revise and finalize CPD operational guidelines														
2.1.6. Print and distribute guidance materials														
<b>Requirement 2.2. Implementation of Decentralized CPD</b>														
2.2.1. Work with MoEST to clarify roles and responsibilities of PEAs, ACs, ODL field supervisors, and TTC Tutors to determine how each of these personnel can assume responsibility for aspects of ongoing teacher professional development														
2.2.2. Conduct decentralized (school and cluster-based) INSETs at least once per term														
2.2.3. Deliver training and support 3 times a year to 350 trainers (who will then train at least 75% of the teachers)														
2.2.4. Conduct inspections and/or supervisory visits with at least 75% of the teachers per term														
2.2.5. Conduct MoEST capacity building activities at least once per term														
<b>Requirement 2.3. Review, Revise, Print and Distribute CPD Modules and Materials.</b>														
2.3.1. Assist staff from MoEST, MIE and DTED map a comprehensive CPD training plan that stipulates the sequence and mode of delivery of training modules all teachers should receive														
2.3.2 Review CPD modules in collaboration with MoEST and MIE														
2.3.3 Refine, revise and / or develop CPD modules for Standards 1-4 and field test.														
2.3.4. Review and/or develop as needed the basic competency building training modules targeted to 1+1 trainees, and under-qualified teachers receiving intensive on-the-job training														
2.3.5. Print and distribute CPD modules														
2.3.6. Develop CPD-related early literacy and numeracy materials														
<b>Requirement 2.4. Design Accelerated IPTE Open and Distance Learning Program</b>														
2.4.4. Support TTCs in development of database management														
2.4.5. Develop an institutional and national policy framework														
2.4.6. Conduct ODL system costing and best practices in teacher support and mentoring workshops														
2.4.7. Estimate cost implications of alternative design scenarios and policy options														
2.4.8. Develop appropriate implementation plans and financing solutions														
2.4.9. Conduct ODL learner support system workshop														
2.4.10. Develop proposals to enhance teacher trainee support system														
2.4.11. Develop program quality assurance system														
2.4.12. Enhanced IPTE-ODL program submitted to MoEST through DTED														
2.4.13. Review of ODL modules														

Tasks and Sub-tasks Activities	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
2.4.14. Assess institutional capacity of TTCs and their resources to deliver program														
2.4.15. Identify training needs and propose capacity building plan for TTC lecturers, Field Supervisors and mentors (consideration of IPTE-ODL and IPTE 1+1)														
2.4.16. Research, design and implement initial studies/surveys on the use of technologies for the IPTE-ODL, IPTE and CPD programs														
2.4.17. Implement and evaluate technology pilot studies that benefit IPTE, IPTE-ODL and CPD delivery and learner support														
<b>Requirement 2.5. Implement Key Components of ODL Linked to the IPTE</b>														
2.5.1. Coordinate and support joint meetings and collaboration as appropriate														
2.5.2. Support MoEST to develop ranked list of priority														
2.5.3. Support establishment of Memorandum of Understanding on IPTE-ODL financing between donor partners, at a minimum USAID, and the Government of Malawi, as appropriate														
2.5.4. Orientation of field supervisors and mentors														
2.5.6. Lead design, implementation, monitoring and evaluation and reporting on the selected IPTE-ODL component to be implemented under TPDS														
<b>Requirement 2.6. Support NPC In-School Life Skills, Curriculum Delivery</b>														
2.6.1. Conduct an investigation, through observations and interviews, to determine which particular topics (skills, knowledge, and attitudes) are being neglected and will require more attention from teachers														
2.6.2. Create at least 3 CPD modules during the project that provide support for the teaching of the Life Skills Curriculum														
2.6.3 Integrate training on academic life skills into CPD modules for literacy and numeracy														
2.6.4. Provide CPD training on Life Skills modules														
2.6.5. Conduct measurement and evaluation efforts to observe trained teachers using the Life Skills curriculum and provide advisory support														
<b>Requirement 2.7. Pilot Teacher and Public HIV/AIDS Strategies for Prevention, Treatment and Care Support (No activity planned FY 10-11)</b>														

**Result 3: Improved Early Grade Literacy & Numeracy for In-School Children or Youth**

Tasks and Sub-tasks Activities	Standards/Outcomes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>Requirement 3.1. Consolidate Best Practices in Early Literacy and Numeracy</b>															
3.1.1. Review PCAR curriculum by literacy and math experts	3.1.a. Literacy forum or workshop on best practices in early grade literacy and numeracy held ( <b>Completed</b> – July 2010)														
3.1.2. Assess strengths and weaknesses of curriculum scope and sequence, provide preliminary advice about direction to move with PCAR in the future to support literacy and math achievement															
3.1.13. Write technical document with specific recommendations that would help set targets for M&E, to help lead to concrete action steps for piloting or institutionalizing certain feature															
3.1.14. Meeting of relevant directorates and institutions (EMAS, DTED, MIE, and MANEB) to finalize the technical document for submission to MoEST	3.1.c. Technical document consolidating conclusions and recommendations from the workshop/forum produced and submitted to MOEST for consideration and approval														
<b>Requirement 3.2. Develop and Implement an Early Literacy and Numeracy Approach</b>															
3.2.1. Task Teams on literacy and TWGs on Quality and Standards, Teacher Education established and/or strengthened	3.2.a. Task Teams created and/or strengthened on Quality and Standards and Teacher Education														
3.2.2. Hold technical working group meetings															
3.2.3. Invite relevant directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) to participate in literacy and numeracy approach	3.2.b. Relevant Directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) involved in the development and implementation of literacy approach work project														
3.2.4. Involve these groups as necessary in planning and implementation stages															
3.2.5. Conduct meetings with relevant directorates and institutions															
3.2.6. Create literacy and numeracy strategy from Literacy Forum Results and expert knowledge in these 2 fields	3.2. c. CPD for literacy and numeracy available at least 1 session per term for Standard. 1-3, and piloted in Year 1, that will reach all Standard. 1-4 students by the end of performance period														
3.2.7. Build into CPD for BE new strategies for literacy improvement identified during Literacy Forum workshop and subsequent technical group meetings															
3.2.8. Face-to-Face capacity building on the selected literacy and numeracy strategies delivered through the CPD model	3.2. d. Face-to-face capacity building conducted that will include all Standard 1-3 teachers														

Tasks and Sub-tasks Activities	Standards/Outcomes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
3.2.9. Coaching mentoring and support provided to 30 selected schools in each of 2 districts	in 2 districts, teacher support and supervision personnel.														
3.2.10. Efforts will be harmonized with PCAR, Tikwere/IRI, and EDSA	3.2.e. Efforts harmonized with PCAR, Tikwere/IRI, and EDSA (community and adult learners)														
3.2.1.1 Create special technical working group on local language instruction which will include MoEST, TPDS, CLS, other language institutions, and other stakeholders	3.2.f. Special Task Team created around local language instruction that will make recommendations on needs, costs and practicality of implementing local language initiatives in conjunction with literacy initiatives														
3.2.12. Conduct an analysis of need for local language literacy teaching (including literature review and contact with key informants), practicality, and related costs															
3.2.13. Produce a technical document for GOM on local language policy around teaching practice															
Requirement 3.3 - Assess & Monitor Early Grade Literacy and Numeracy															
3.3.1. Use EGRA and EGMA approaches and instruments at the national level to stimulate policy dialogue and gain support for district and school level application	3.3.a. Policy dialogue workshops conducted at national level to gain support for district and school level application														
3.3.2. Conduct EGRA baseline	3.3.b. EGRA baseline conducted and disaggregated by sex, age, school and geographic focus														
3.3.3. Workshop for technical introduction and test adaptation with local language specialists, MoEST representatives and others as identified															
3.3.4. Training of field supervisors and Pretest of Instrument															
3.3.5. Preliminary analysis of test and re-adaptation based on Results															
3.3.6. Training of enumerators and Pilot testing of instruments															
3.3.7. Final adaptations and data collection															
3.3.8. Data entry, cleaning and analysis															
3.3.9. Write report		3.3.c. Report written and disseminated													
3.3.10. Meet to review findings with stakeholders															
3.3.11. Discuss and decide on dissemination strategy															
3.3.12 Disseminate Results															
3.3.13. Develop targets to assure substantive increases in reading, fluency and comprehension	3.3.d. Targets developed to assure substantive increases in reading,														

Tasks and Sub-tasks Activities	Standards/Outcomes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
3.3.14. Hold a series of working meetings to review findings and implications, and discuss in relation to policies and targets	fluency and comprehension														
3.3.15. Hold a forum for policy dialogue with donors and stakeholders around implications of Results															
3.3.16. Enable pre- and in-service teachers to be able to use EGRA/ EGMA to monitor student progress	3.3.e. Pre-service and in-service teachers able to use EGRA/EGMA to monitor student progress in literacy and numeracy														
3.3.17. Create EGRA/EGMA classroom assessment training module to be integrated into CPD and in-service activities															
3.3.18. Create a video providing a model for how to administer EGRA and EGMA, in collaboration with local media production partner															
3.3.19. Create a series of stories by use of teachers															
3.3.20. Use the EGRA/EGMA instruments developed during the baseline to conduct annual assessments, with greater MoEST control over processes each year	3.3.f. Annual EGRA follow-up conducted and disseminated														
<b>Requirement 3.4 – Promote School/ Community Support of Early Literacy &amp; Numeracy</b>															
3.4.1. Conduct awareness campaign on the importance of literacy and numeracy, and of SMCs and PTAs to student achievement in these areas	3.4. a. Assure that 75% of SMCs and PTAs monitor their school's performance using student achievement data in 2 target districts.														
3.4.2. Hold SMCs and PTA workshops once per term, to discuss Results of outcome assessments and assess methods of school support															
3.4.3. Adapt School Report Cards to disseminate data about school performance based on EGRA/EGMA Results	3.4.b. Parents and community members actively monitor school-level student achievement data by the end of Year 1 of training in 2 target districts														
3.4.4. Train coaches to work with SMCs and PTAs on promoting literacy and using EGRA and EGMA information to monitor school improvement															
3.4.5. Demonstrate fluency levels captured in EGRA to parents															
3.4.6. Produce updates on strategies that parents and community members can use to improve literacy and include in Report Cards															
3.4.7. Ensure that TPDS builds on previous efforts at community support of early literacy and	3.4.c. Nourish a culture that values and enjoys reading and														

Tasks and Sub-tasks Activities	Standards/Outcomes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
numeracy like literacy fairs, use of local language resources, drama groups, and local role models	mathematics (ongoing) in 2 target districts														
3.4.8. Explore possible development of creative radio dramas that promote literacy and numeracy															

#### Result 4: Improved Early Grade Literacy & Numeracy for Out-of-School Children or Youth

No activity currently scheduled for Result 4 during FY 10-11

Tasks and Sub-tasks Activities	Standards/Outcomes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Requirement 4.1: Support the implementation of CBE in 2 districts															
Requirement 4.2: Provide in-service training to centre facilitators linking to CPD															
Requirement 4.3: Improve capacity of education and community stakeholders to monitor CBE and service provision															

**Result 5: Enhanced Quality of Primary Teaching & Learning Materials**

Tasks and Sub-tasks Activities	Standards/Outcomes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>Requirements 5.1. Formally Evaluate, Revise, Print and Distribute Textbooks for Selected Standards</b>															
5.1.1. Conduct an analysis of the evaluation criteria for literacy and numeracy for Standards 1-4	5.1.a. Formal evaluation planned of continuous assessment evaluation criteria for Standards 1-4														
5.1.2. Support MIE and MANEB in producing revised and improved evaluation criteria	5.1.b. Recommendations for revisions to continuous assessment evaluation criteria shared with relevant stakeholders														
5.1.3. Create an advisory group of teachers who will review and test the utility of the proposed revised evaluation criteria, and who will make recommendations back to MIE, MANEB and project staff on how best to assure the utility of these Standards for the average Malawian classroom teacher															
5.1.4 Conduct field trials of revised continuous assessment criteria.	5.1 c. Revised continuous assessment evaluation criteria tested out by classroom teachers														
5.1.5. Plan a formal review and evaluation of the existing PCAR textbooks and their accompanying teacher manuals for Standards 1-4, with the support of MIE and key MoEST officials	5.1.d Formal evaluation conducted of textbooks for at least 2 Standards.														
5.1.6 Solicit feedback from MIE and other curriculum experts on strengths and weaknesses of existing textbooks															
5.1.7 Implement field study to solicit feedback from practicing teachers on strengths and weaknesses of existing textbooks															
5.1.8 Facilitate textbook review workshop at MIE to generate new drafts for all subjects in Standards 1 and 2	5.1.e Recommendations for improvement and revision documented and shared with relevant stakeholders														
5.1.9. Support MIE in making revisions or deficiencies in existing textbooks	5.1.f Revision for textbooks for at least 4 Standards completed														



Tasks and Sub-tasks Activities	Standards/Outcomes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
5.1.10 Printing and distribution of textbooks.	5.1.g Textbooks for 3 Standards printed and distributed to, at a minimum, PEAs, relevant Standard pupils and teachers and TTCs														
<b>Requirement 5.2. Produce and Distribute Complementary Reading or Math Materials</b>															
5.2.1. Work with MIE to evaluate the existing materials used in PSSP, MTTA and any other projects that have provided supplemental materials for reading and math to early primary Standards	5.2.a. Existing reading and math materials evaluated, produced and distributed														
5.2.2. Produce and distribute existing materials that are evaluated as meeting specific needs in the PCAR as well as those deemed important to creating enriched, literate environments at schools															
5.2.3. Assist MIE and MoEST in estimating the costs and planning out of the resource requirements for distributing specific sets of existing supplemental materials for the early primary Standards	5.2.b. MIE and MoEST's capacity built in estimating the financing and planning out of the production and distribution of these materials														
5.2.4. Work with MoEST counterparts to identify funding sources for the production and distributions of the materials already proven useful in the Malawian context (e.g., Dowa Story Books, solicit more girl/women authors)															
5.2.5. With MIE, define the specifications for supplemental reading and math materials															

**Result 6: Improved Teacher Education-NPC, M&E Systems & Quality**

Tasks and Sub-tasks Activities	Standards/Outcomes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>Requirement 6.1. Define and put into operation the framework, strategy and plans for monitoring and evaluating PCAR implementation and for building M&amp;E capacity</b>															
6.1.1. Collaboratively develop an M&E framework	6.1.a. Framework collaboratively developed that identifies purpose and key questions to be addressed by M&E														
6.1.2. Assess existing M&E frameworks being used by MoEST and other projects															
6.1.3. Collect all existing M&E frameworks from DTED, EMAS, MIE and MEPC; etc.															
6.1.4. Plan to convene meeting of key stakeholders at which existing frames would be reviewed and serve as jumping off points for discussion of M&E framework that would best serve as a tool for monitoring and evaluating PCAR implementation															
6.1.5. Hold the stakeholder's meeting to study and discuss existing M&E Frameworks															
6.1.6. Select Task force members (one from each directorate) to draft framework															
6.1.7. Develop a draft framework															
6.1.8. Submit the draft framework to stakeholders for feedback & finalization															
6.1.9. Discuss the draft framework with MoEST & MEPC															
6.1.10. Submit final framework to MoEST for approval															
6.1.11. Obtain MoEST approval of the framework	6.1.b. M&E strategy developed that identifies specific roles and responsibilities for each player and institution at different levels in the system														
6.1.12. Based on feedback from selected stakeholders, draft and finalize the M&E strategy															
6.1.13. Based on the framework, work with selected individuals from key offices and identified institutions to draft an M&E strategy															
6.1.14. Solicit feedback on the draft strategy from stakeholders who attended the meeting															
6.1.15. Finalize the M&E strategy and plans															
6.1.16. Submit final M&E strategy and plans to MoEST for approval															
6.1.17. Assess the M&E capacity of the identified institutions	6.1.c. M&E capacity requirements of those institutions identified and strategies for														
6.1.18. As part of the finalization of the framework, strategy and plans, assess institution's existing capacity in															

Tasks and Sub-tasks Activities	Standards/Outcomes	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
relationship to the capacities that will be needed to carry out the roles and fulfill the responsibilities they will have.	reinforcing their capacities put in place														
6.1.19. Data requirements articulated, tools for collecting data developed and offices/individuals with different data responsibilities trained in use of tools															
6.1.20. Costs and resource requirements for implementation of M&E strategy and plan assessed and funding sources identified (MoEST budget, TPDS budget or other project/trust fund sources).															
6.1.21. Provide technical assistance and training to DEOs, PEAs, mentors, itinerant trainers, school directors and PTA members on how to collect, organize and make use of the targeted M&E data	6.1.d Data collected on regular basis as specified by the M&E framework and plan														
6.1.22. Support completion of M&E tasks by providing periodic technical assistance and facilitating regular discussions among different actors – e.g. facilitating monthly meetings among PEAs in a district to check on their progress with M&E tasks, both in terms of working with teachers and in terms of compiling data for broader lessons learned	6.1.e. M&E information informs policy and strategic deliberations at the national level														
6.1.23. Assist in the use of M&E information to inform policy and strategic deliberations at the national level															
6.1.24 Work with relevant offices to policy memos and policy level briefings on the findings of the M&E on those issues															
6.1.25. Assist relevant offices in making presentations/conducting briefings															
Requirement 6.2 – Enhance capacity of parents, communities and CSOs to participate in CPD and early grade literacy and numeracy – No activity planned FY 10-11															
Requirement 6.3 - Develop Action Research Agenda as element of M&E framework No activity planned FY 10-11															

## Contracted Deliverables or Results

Please note: the table below includes the deliverables that were listed in the contract document. However, it has been the understanding of both the CTO and the COP that the deliverables are actually what were listed in our proposal. Both sets of deliverables are listed below.

Amendments to contracted deliverables are currently under request from TPDS.

Note: Shading to Sept 10 indicates past action. From Oct. 10 shading indicates periods of planned action

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
<b>Result I. Strengthened Teacher Support, Policy and Management Systems</b>																																						
Requirement 1.1: Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi the NSTED	· NSTED reviewed within one month of award																																					Review report complete.
	· NSTED recommendations provided for the development of a draft policy framework within one month of award																																					Recommendations presented in review report.
	· Draft teacher education-related policy framework produced for MoEST approval that articulates key, priority teacher education support, policy and management issues strategy and strategy implementation options by three months after award																																					Ongoing

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
	· NSTED strategy developed within four months after award, which includes particular attention to identifying how and where to strengthen or operationalize linkages between pre- and in-service teacher training/Continuous Professional Development																																					Ongoing
	· NSTED implementation plan dev'd supporting strategic elements as above, within four months after award																																					Ongoing
	· NSTED guidelines drafted and shared with central MoEST, relevant Technical Working Group (TWG) and representative group of the 6 Division and 34 Districts Education Offices and Officers, teachers and other education personnel for feedback and revision within 6 months of award																																					Not started
	· NSTED guidelines finalized, approved and disseminated to all 6 Divisional and 34 Districts Education Offices and Officers and all within six to eight months, as agreed with MoEST and USAID																																					Not started

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
Requirement 1.2: Determine key, priority policy actions and support their implementation	· At least 3 priority actions implemented from the plan listed above - actions that address or support top, priority MoEST policy areas affecting teachers, e.g., Teacher Accreditation Systems, Recruitment, Deployment, HIV/AIDS in the Workplace policies																																					Initiated and Ongoing. Initial proposals included in NSTED review report.
	· Priority action implementation progress and results documented and shared with relevant TWGs and MoEST monthly																																					Not Started
Requirement 1.3: Develop updated teacher education management information systems (TEMIS) that is integrated with the EMIS.	· Teacher education management information systems (TEMIS) and EMIS harmonized or integrated by the end of Year 2																																					Ongoing. Initial Research report delivered.
	· EMIS/EMIS data utilization for annual decision making and planning processes increased within relevant MoEST Directorates, at a minimum by DTED and Teacher Training Colleges (TTCs)																																					Not started
Requirement 1.4: Provide targeted support for improved coordination among MoEST teacher education departments and institutions and	· Participatory process initiated within the first three months post-award, including the use of relevant TWGs, to examine and clarify roles and responsibilities of Ministry Departments and institutions at central and decentralized levels (e.g. EMAS, DTED and																																					Ongoing. Method agreed with PS, counterparts identified.

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
other institutions involved in teacher education and development.	Malawi Institute of Education (MIE) and Malawi College of Distance Education (MCDE), as well as relevant groups or structures (e.g. PCAR Coordination Committee and other PCAR governance structures), regarding teacher education																																					
	· Teacher education roles and responsibilities clarification recommendations submitted to MoEST/PPC for approval within six months of Award																																					Not started
	· Action plan drafted for improved coordination between MoEST teacher education institutions and other higher learning institutions involved in teacher education and development (factoring in CPD and the introduction of ODL), within two months after recommendations submission																																					Not started
	· A minimum of 2 processes identified and initiated to help facilitate roles and responsibilities clarification relative to teacher education of various players (such as DTED, EMAS, MIE and MCDE) by the end of Year 1																																					Not started

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
	· Active participation in at least 75% of Teacher Education Technical Working Group and PCAR Coordinating Committee meetings during life of activity																																					Ongoing
Requirement 1.5: Assess the impact of HIV/AIDS in the sector on education personnel and pupils/students.	· Existing studies, efforts and institutions addressing HIV/ AIDS in the education sector reviewed																																					Action Initiated
	· Utility of existing EMIS and TEMIS data for assessing the impact of HIV/ AIDS evaluated																																					Not started
	· Methodology designed to gather information and address gaps in the existing knowledge																																					Not started
	· Comprehensive, sample-based study of HIV/ AIDS impact on teachers, other education staff, students																																					Not started
	· Results of HIV/ AIDS study used to inform policy dialogue and develop targeted interventions to mitigate its impact																																					Not started
	· EMIS/ TEMIS systems that include data contributing to monitoring the impact of HIV/ AIDS integrated																																					Not started
<b>Result II. Enhanced Teacher Performance</b>																																						



Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
Requirement 2.1: Develop or refine operational guidance with relevant stakeholders, on a) how to implement the decentralized (school and cluster-based) systems of teacher education and b) for effective supervision and advisory services for teachers and teacher support, linked to PCAR/CPD M&E systems, under the approved Continuous Professional Development (CPD) model.	· Stakeholders list that includes reps from the relevant MoEST departments involved in teacher education (e.g. DTED, MIE, EMAS, at a minimum), TTCs, District Education personnel (e.g. Education Divisional Managers (EDMs), District Education Managers (DEMs) , Primary Education Advisors (PEAs) and Head teachers) and civil society within first month after award																																					Complete
	· Leadership/guidance structure or group, linked to relevant TWG(s), established to oversee CPD start-up efforts under this activity, comprising representative group of relevant stakeholders within first month after award																																					Complete
	· Consultative, efficient process developed to produce CPD implementation operational guidance (for CPD delivery and teacher support & supervision) through the task force and in collaboration with relevant TWGs within two months after award																																					Complete. Guidelines drafted.

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
	<ul style="list-style-type: none"> <li>· CPD operational guidelines and relevant tools or documentation drafted, evaluated and finalized within five months after award, with established leadership/guidance structure or group and approved by MoEST and COTR</li> </ul>																																					Ongoing. Guidelines awaiting final approval from DTED.
	<ul style="list-style-type: none"> <li>· CPD guidance materials printed and distributed to 6 Education Division Management Offices and their staff,</li> <li>• 34 District Education Offices and their staff, all PEAs (approximately 350),</li> <li>• all Teacher Dev Centers,</li> <li>• teachers and head teachers in all primary schools (approximately 5,400 schools) and</li> <li>• select civil society organizations working in education as decided by task force and approved by MoEST and COTR, within seven to 12 months of the award</li> </ul>																																					Printing awaits final approval of DTED
Requirement 2.2: Implement, in collaboration with MoEST and with	<ul style="list-style-type: none"> <li>· Decentralized (school and cluster-based) INSETs conducted at least once per term;</li> </ul>																																					Preparation for delivery in place.

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
the use of a light but effective support structure (e.g. mobile TA teams), the decentralized Continuous Professional Development (CPD) model.	· At least 75% of teacher receive on the ground face to face teacher training or support from mobile teams at the Regional, Divisional and/or cluster Districts levels;																																					Preparation for delivery in place.
	· A minimum of 75% of teachers receive an inspection and/or supervisory visit per term;																																					Not started
	· At least one capacity building activity held per term for MOEST non-teaching personnel to improve performance of their teacher professional development/continuous professional development duties																																					Not started
Requirement 2.3: Review, revise, develop, print and distribute CPD modules and related materials for teaching and teacher support personnel.	· CPD Modules for at least Standard 1-4 and 5-7 reviewed, refined, revised and/or developed, printed and distributed to, at a minimum, all PEAs and all Standard 1-4 teachers, including testing and evaluation of, at minimum, Standards 1-4 modules																																					Ongoing. 2 modules already developed ready for delivery.
	· CPD-related early literacy and numeracy materials developed (see Requirements under Result III)																																					Not started

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
Requirement 2.4: Design the accelerated IPTE-Open and Distance Learning program.	· IPTE-ODL program designed (applicable reports, plans and tools)																																					Ongoing. Research reports submitted
	· Recommendation report on IPTE-ODL materials																																					Not started
	· Institutional capacity assessment report																																					Not started
	· Recommendation paper on capacity building plans for TTC lecturers, Field Supervisors and mentors, with linkages to IPTE 1+1																																					Not started
	· Initial technology studies reports																																					Complete. Report submitted
	· Technology pilot studies implemented (applicable reports and budgets)																																					Not Started
Requirement 2.5 - Implement key components of ODL, linked to related areas of support in the current IPTE program.	· Coordination mechanism on IPTE-ODL financing in place																																					Activity initiated with costing report and workshop
	· Ranked list of priority IPTE-ODL (and IPTE 1+1) components for implementation by donors																																					Not Started

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
	· Recommendation on Memorandum of Understanding between USAID (possibly other donor partners) and the Government of Malawi on IPTE-ODL financing																																					Not Started
	· TPDS IPTE-ODL component implementation work plan and progress reports																																					Not Started
Requirement 2.6: Support NPC in-school life skills curriculum delivery.	· NPC in-school life skills curriculum delivery supported																																					Ongoing through integration of life-skills throughout CPD program
	· Modules developed in numeracy, literacy, and to support the PCAR life skills curriculum																																					Draft module developed.
	75% of teachers receiving training and accompanying life skills resource books or toolkits that promote assessment and instructional techniques designed to reinforce academic life skills curricular outcomes.																																					Planning initiated.
Requirement 2.7: Pilot teacher and pupil HIV/AIDS strategies for prevention, treatment and care support.	· Teacher and pupil HIV/AIDS strategies for prevention, treatment and care support piloted																																					Not Started

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
<b>Result III. Improved Early Grade Literacy and Numeracy</b>																																						
Requirement 3.1: Consolidate best practices in early literacy and numeracy approaches in Malawi.	· Literacy forum or workshop held within two months of award on best practices in early grade literacy and numeracy																																					Complete
	· Diverse group of presenters invited, at a minimum relevant individual or institutional representatives of those listed under this requirement, for the purpose of contributing their lessons, experiences, practices and results on early grade literacy and numeracy																																					Complete
	· Technical document consolidating conclusions and recommendations from the workshop/forum produced and submitted to MoEST for consideration and approval.																																					Complete
Requirement 3.2: Develop and implement an early literacy and numeracy approach.	· Technical working groups created on Quality and Standards and Teacher Education**																																					Ongoing

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
	· Relevant Directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) involved in the development and implementation of literacy approach work project																																					Ongoing
	· CPD for literacy and numeracy available at least one session per term for Std. 1-3, and piloted in year 1, that will reach all Std. 1-4 students by the end of performance period																																					2 modules already finalized.
	· Face-to-face capacity building conducted that will include all Std 1-3 teachers in 2 districts, teacher support and supervision personnel																																					Plans under development
	· Efforts harmonized with PCAR, Tikwere/IRI, and EDSA (community and adult learners)																																					Ongoing partners participated in module development
	· Special technical working group created around local language instruction that will make recommendations on needs, costs and practicality of implementing local language initiatives in conjunction with literacy initiatives																																					Not Started

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
Requirement 3.3: Assess and monitor early grade (Stud's 1-3) primary school children's literacy and numeracy	· Policy dialogue workshops conducted at national level to gain support for district and school level application																																					Complete
	· EGRA or similar baseline conducted (disaggregated by student sex, age, school, and geographic focus)																																					Planning advanced.
	· Annual EGRA Report written and disseminated																																					Not Started
	· Targets developed to assure substantive increases in reading, fluency and comprehension within four months of award																																					Not Started
	· Pre-service and in-service teachers able to use EGRA/EGMA to monitor student progress in literacy and numeracy within five months to end of Year 1 of activity																																					Not Started
	· Annual EGRA follow-up conducted and disseminated																																					Not Started
Requirement 3.4: Promote school and community support of early literacy and numeracy in and out of school	· Assure that 75% of SMCs and PTAs monitor their school's performance using student achievement data																																					Not Started



Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
	· Parents and community members actively monitor school-level student achievement data by the end of year 1 of training																																					Not Started
	· Nourish a culture that values and enjoys reading and mathematics (ongoing)																																					Not Started
<b>Result IV. Improved Early Grade Literacy and Numeracy for Out of School Children or Youth</b>																																						
Requirement 4.1: Support the implementation of CBE in 2 districts.	· 75% CBE centers in 2 Districts (likely Ntchisi and Salima) are functioning regularly by the end of 2010, according to the CBE model approved by MoEST																																					Not Started. No activity currently planned for this requirement
	· A minimum of 50% of out-of-school children enrolled in the CBE program in the selected districts																																					Not Started. No activity currently planned for this requirement
	· 80% of the facilitators are participating in continuous professional development (CPD) activities by the end of the first year																																					Not Started. No activity currently planned for this requirement
	· At least 75% pupils pass rate to the formal system, including improved literacy levels																																					Not Started. No activity currently planned for this requirement

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
	· Early grade literacy and numeracy materials adapted to the CBE program to address needs of older children																																					Not Started. No activity currently planned for this requirement
Requirement 4.2: Provide in-service training to centre facilitators linking to CPD.	· Literacy and numeracy strategies reviewed and																																					Not Started. No activity currently planned for this requirement
	· In-service training system functional with adequate Support																																					Not Started. No activity currently planned for this requirement
	· Facilitators trained to apply EGRA and EGMA as a continuous assessment tool and for school reporting																																					Not Started. No activity currently planned for this requirement
Requirement 4.3: Improve capacity of education and community stakeholders to monitor CBE and service provision	· System in place for school reporting through School Report Cards																																					Not Started. No activity currently planned for this requirement
<b>Result V. Enhanced Quality of Primary Teaching and Learning Materials</b>																																						
Requirement 5.1: Formally evaluate, revise, print and	· Formal evaluation conducted of textbooks for textbooks for Standards 1-4																																					Ongoing - Review initiated

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
distribute textbooks for selected Standards.*	· Recommendations for revisions documented and shared with relevant stakeholders																																					Ongoing – Documentation initiated
	· Recommendations for revisions to continuous assessment evaluation criteria shared with relevant stakeholders																																					Plans for activity in place
	· Revised continuous assessment evaluation criteria tested out by classroom teachers																																					Not Started
	· Revision for textbooks for four Standards completed																																					Planning undertaken but further action awaits budget realignment approve from USAID
	· Textbooks for three Standards printed and distributed to, at a minimum, all PEAs, all relevant Standard pupils and teachers and all TTCs																																					Not Started
Requirement 5.2: Produce and distribute complementary Reading and/or Maths materials.	· Existing reading and math materials evaluated, produced and distributed with Malawi Institute of Education (MIE) and other relevant actors																																					Not Started

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
	· MIE and MoEST's capacity built in estimating the financing and planning out of the production and distribution of these materials																																					Not Started
	· Room to Read raises its own funds to support development of materials and the creation of pilot school or community libraries																																					Not Started. No activity currently planned.
	· Early grade reading materials provided to primary schools in increasing annual proportions, reaching all schools for Stds. 1-3 by Year 3																																					Not Started
Requirement 5.3 and 5.4: Develop and implement a strategy for reinforcing local, Malawian printer capacity.	· Identify and assess existing local publishing and printing capacity in Malawi																																					Not Started. No activity currently planned.
	· Strategy developed for capacity development of local publishers and printers																																					Not Started. No activity currently planned.
<b>Result VI. Improved Teacher Education - NPC M&amp;E Systems and Quality</b>																																						
Requirement 6.1. Define and Put into Operation the Framework, Strategy and Plans	· Framework collaboratively developed that identifies purpose and key questions to be addressed by M&E																																					Activity initiated with framework development workshop

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
for Monitoring and Evaluating PCAR Implementation and for Building M&E Capacity	· M&E strategy developed that identifies specific roles and responsibilities for each player and institution at diff levels in the system																																					Not Started
	· M&E capacity requirements of those institutions identified and strategies for reinforcing their capacities put in place																																					Not Started
	· Data collected on regular basis as specified by the M&E framework and plan																																					Not Started
	· M&E information informs policy and strategic deliberations at the national level																																					Not Started
Requirement 6.2: Enhance Capacity of Parents, Communities and CSOs to Participate in CPD and Early Grade Literacy and Numeracy	· Parents and communities develop capacity to monitor and support PCAR implementation and to support improved teaching and learning in reading and math in early grades																																					Not Started. No activity currently planned
	· CSOs develop capacity to assist communities in monitoring and supporting PCAR implementation																																					Not Started. No activity currently planned
	· Targeted communities develop and seek funding for SIPs targeting PCAR implementation and																																					Not Started. No activity currently planned
	· improved reading and math instruction																																					Not Started. No activity currently

Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status
																																						planned
Requirement 6.3: Develop Action Research Agenda as Element of M&E Framework	· Action research used to provide targeted inputs to M&E and build the capacity of M&E within the system																																					Not Started. No activity currently planned

## Acronyms

ABE	Assistance to Basic Education
ABE- LINK	Linkages in Education and Health
ADS	Automated Directives System
BE	Basic Education
CBE	Complementary Basic Education
COP	Chief of Party
COSQ	Classroom Observation Schedule and Questionnaire
COTR	Contracting Officer's Technical Representative
CPD	Continuous Professional Development
CRECCOM	Creative Center for Community Mobilization
CSOs	Civil Society Organizations
DEMs	District Education Managers
DFID	Department for International Development
DLNC	District Literacy and Numeracy Coordinator
DTED	Department of Teacher Education and Development
DTTC	Divisional Teacher Training Coordinators
EDMs	Education Divisional Manager
EDSA	Education Decentralization Support Activity
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMAS	Education Methods Advisory Service
EMIS	Education Management Information Systems
ESIP	Education Sector Implementation Plan
FTI	Fast Track Initiative
FPE	Free Primary Education
GOM	Government Of Malawi
GTZ	German Technical Cooperation
HASCI	HIV/AIDS School Clubs Initiative
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IAS	Inspection and Advisory Service
IPTE	Initial Primary Teacher Education
IR	Intermediate Result
IRI	Interactive Radio Instruction
IQC	Indefinite Quantity Contract
MANEB	Malawi National Examinations Board
MBC	Malawi Broadcasting Corporation
MCDE	Malawi College of Distance Education
M&E	Monitoring & Evaluation
MIE	Malawi Institute of Education
MIITEP	Malawi Integrated In-service Teacher Education
MTTA	Malawi Teacher Training Activity
MOEST	Ministry of Education Science and Technology
NESP	National Education Sector Plan
NSTED	National Strategy on Teacher Education and Development
NPC	New Primary Curriculum
NSTED	National Strategy on Teacher Education Development

ODL	Open and Distance Learning
OVC	Orphans Vulnerable Children
OBE	Outcomes-Based Education
PEAs	Primary Education Advisors
PERFAR	Presidential Emergency Plan For AIDS Relief
PCAR	Primary Curriculum and Assessment Reform
PSA	Public Service Announcement
PTA	Parent Teacher Association
PMP	Performance Monitoring Plan.
RAM	Result Area Manager
RTI	Research Triangle Institute
SACMEQ	Southern African Consortium for Monitoring Educational Quality
SMC	School Management Committee
SWAp	Sector Wide Approach
TA	Technical Assistance
TDC	Teacher Development Center
TEMIS	Teacher Education Management Information System
TPDS	(Malawi) Teacher Professional Development Support
TTC	Teacher Training College
TWG	Technical Working Group
USAID	US Agency for International Development
USG	US Government